ED 398 352 AA 001 276

Resources in Education (RIE). Volume 32, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 398 353 CE 070 879

RECAP (Rock County Education and Criminal Addictions Program) Program Manual Prepared to be of Assistance in Program Replication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Office of Correctional Education.
PUB DATE- 96
NOTE- 369p.; Additional funding provided by Rock County Sheriff's Department and Rock Valley Correctional Programs, Inc.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adult Basic Education; Adult Education; Advisory Committees; Basic Skills; Competency Based Education; *Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Dropout Prevention; High School Equivalency Programs; Integrated Curriculum; Job Training; *Partnerships in Education; Program Development; Program Implementation; Public Service; Records (Forms); Student Recruitment; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Wisconsin

This document, which is designed for practitioners involved in the vocational education/rehabilitation of incarcerated adults, contains materials to facilitate replication of the Rock County Education and Criminal Additions Program (RECAP), a comprehensive, integrated training/rehabilitation program that

ED 398 371 CE 070 975

Instructional Strategies in HRD .
PUB DATE- Mar 95
NOTE- 35p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Ethics; Human Resources; *Labor Force Development; *Management Games; *On the Job Training; *Outcomes of Education; Teaching Methods; Work Attitudes

These four papers are from a symposium on instructional strategies that was facilitated by Joseph Kessels at the 1995 Academy of Human Resource Development (HRD) conference. "Developing Supervisory Expertise: The Effects of an Inductive versus a Deductive Training Method on the Job Behaviors of Supervisors" (Margaret C. Lohman) discusses a study that showed that, although supervisors in a group trained with deductive methods demonstrated a greater ability to apply their learning, supervisors trained inductively perceived that the quality of their training experience was better; implications of these findings for HRD theory, research, and practice are presented. "Identifying Instructional Criteria in Corporate Settings" (Clark J. Hickman) reports on a factor analysis study of a national sample of 372 trainers who reported the criteria they employ when deciding to adopt or reject a proposed new instructional method. "Exploring the Use of Training Games" (James J. Kirk, Hal Shoemaker) explores differences in the use of games by trainers in 82 companies. Trainers who spent a large percentage of their training time on gaming activities used games to generate ideas or solutions, whereas trainers using games less tended to use them to introduce new concepts. "Structured On-the-Job Training: Domain and Factors" (Jong Cheul Yang) critiques previous definitions of structured on-the-job training and suggests a model for the process. (KC)

ED 398 372 CE 070 976

Research Centers: Ecstasies & Agonies in HRD .
PUB DATE- Mar 95
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Educational Research; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Human Resources; *Labor Force Development; Management Games; On the Job Training; Outcomes of Education; *Research Administration; Teaching Methods; Work Attitudes
IDENTIFIERS- American Society for Training and Development; University of Minnesota

These four papers are from a symposium facilitated by Gene Roth on research centers at the 1995 Academy of Human Resource Development (HRD) conference. "Research: The Thin Blue Line

ED 398 389 CE 072 154

Guide for the Training and Qualification of Welding Personnel. Entry Level Welder.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; *Competence; Course Content; Curriculum; Educational Resources; Employment Qualifications; *Entry Workers; Job Training; Learning Activities; Postsecondary Education; *Standards; Teaching Methods; Vocational Education; *Welding
IDENTIFIERS- American Welding Society

This guide contains information to assist education and training facilities in the development and administration of competency-based training that leads to the qualification and certification of trainees in accordance with American Welding Society specifications. The document begins with a description of the scope, objectives, and requirements for certification. The second section defines the occupation of entry-level welder and provides an occupational description, conditions, and task listing. The largest section of the document is made up of the curriculum guidelines, which include general guidelines, a competency-based program outline, and learning modules for six welding courses: occupational orientation, drawing and welding symbol interpretation, arc welding principles and practices, oxyfuel gas cutting principles and practices, arc cutting principles and practices, and welding inspection and testing principles. Each course includes a number of learning objectives and the performance conditions, desired behavior, evaluation criteria, and learning activities needed to meet each objective. Seven appendixes include the following: recommendations for support personnel and systems, the trainee population, facility planning, and personal and shop materials, equipment, and tools; sample training achievement record and certificate of completion, and a list of 35 reference materials. (KC)

ED 398 390 CE 072 155

Hazardous Materials Management Technology. National Voluntary Skills Standard.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; *Competence; Course Content; Curriculum; Educational Resources; Employment Qualifications; Entry Workers; Environmental Standards; *Hazardous Materials; *Job Skills; Job Training; Learning Activities; Postsecondary Education; *Standards; Teaching Methods; Vocational Education; Wastes

ED 398 407 CE 072 261

Sticht, Thomas G.; And Others
Voices from the Community. CONSABE: Content Standards for Adult Basic Education. Part One: Moving toward Draft Standards. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jul 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Adult Basic Education; Community Colleges; *Community Involvement; *Cooperative Planning; *Curriculum Development; Focus Groups; Program Development; School Community Relationship; School Districts; Student Attitudes; Two Year Colleges
IDENTIFIERS- *California (San Diego)

The CONSABE (Content Standards for Adult Basic Education) project has been a joint project of the San Diego Community College District and the National Institute of Literacy in Washington, D.C. to develop content standards for adult basic education (ABE). During the project, more than 350 adult students, business leaders, ABE teachers, administrators, and other stakeholders in ABE have participated in the following information-gathering activities: focus groups, student writing contests, citizen surveys, and a review of related projects in which content standards for ABE have been developed. The first draft of the content standards has now been completed. The draft standards contain content for three life roles: parent/family member, citizen, and worker. Also included are three cross-cutting content areas consisting of generative skills for the following: accessing and voicing information; taking independent action, making decisions, and participating in lifelong learning; and fulfilling all three life roles. In the next phase of the project, the draft content standards will be developed further and validated and a variety of activities will be conducted to reform the San Diego Community College District's ABE program to make it more attractive, meaningful, and useful to adult students and more accountable to the public at large. (Twenty-two figures/tables are included.) (MN)

ED 398 408 CE 072 262

Zukas, Miriam, Ed.
Diversity and Development: Futures in the Education of Adults. Proceedings of the Annual Conference (26th, Leeds, England, July 2-4, 1996).
PUB DATE- Jul 96
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Case Studies; *Community Education; Computer Uses in Education; Continuing Education; Cultural Differences; Educational Administration; Educational Change; Educational Needs; *Educational Objectives; *Educational Practices; Educational Research; *Educational Trends; Education Work Relationship; Electronic Mail; Foreign Countries; Futures (of Society); Higher Education; Humanities; Instruction; International Educational Exchange; Multicultural Education; Open

ED 398 425 CE 072 293

Lea, H. Daniel, Ed.; Leibowitz, Zandy B., Ed.
Adult Career Development: Concepts, Issues, and Practices. Second Edition.
PUB DATE- 92
NOTE- 435p.; For the first edition, see ED 325 749.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Development; Adult Education; *Career Change; *Career Counseling; *Career Development; *Career Planning; Education Work Relationship; Individual Development; Job Satisfaction; Middle Aged Adults; Occupational Aspiration; On the Job Training; *Professional Development

This book contains 23 chapters organized into seven sections that center around the following themes: (1) theories and concepts; (2) strategies and methods; (3) target populations; (4) settings; (5) training programs; (6) evaluation and accountability; and (7) future trends. The following papers are included: "Adult Development Theories: Ways to Illuminate the Adult Experience" (Nancy K. Schlossberg); "Career Development Theories and Models" (Carole W. Minor); "Career Intervention and Counseling Theory for Adults: Toward a Consensus Model" (Arnold R. Spokane); "Principles of Program Development for Adult Career Development Programs" (H. Daniel Lea, Zandy Leibowitz); "Appraising Adults' Career Capabilities: Ability, Interest, and Personality" (John O. Crites); "Counseling Adults for Career Change" (Lawrence Brammer, Philip Abrego); "Systematic Career Guidance and Computer-Based Systems" (JoAnn Harris-Bowlsbey); "A Multi-Strategy Approach to Career Planning" (Carol A. Blimline, David R. Schwandt); "Women's Career Development: Theory and Practice from a Feminist Perspective" (Louise F. Fitzgerald, Lauren M. Weitzman); "Adult Men's Career Transitions and Gender-Role Themes" (James M. O'Neil, Diane M. Fishman); "A Culturally Relevant Perspective for Understanding the Career Paths of Visible Rachial/Ethnic Group People" (Robert T. Carter, Donelda A. Cook); "Conjoint Career Counseling: Counseling Dual-Career Couples" (Lynne Binder Hazard, Diane Koslow); "Counseling Adults in Midlife Career Transitions" (Philip Abrego, Lawrence Brammer); "Career Counseling for the Mature Worker" (Geraldine M. Horton, Dennis W. Engels); "Preretirement Programming: Needs and Responses" (Bruce R. Fretz, Marilyn W. Merikangas); "Career Planning and Development in Organizations" (Peter C. Cairo); "A Coming of Age: Addressing the Career Development Needs of Adult Students in University Settings" (Dennis L. Keierleber, L. Sunny Hansen); "Community-Based Adult Career Counseling" (Jane Goodman, Elinor Waters); "Career Counseling Adults in a Community College Setting" (Patricia Haskell, Nancy Wiener); "The Career Development Professional of the 1990s: A Training Model" (Janice M. Chiappone); "Training Professionals for Career Development Responsibilities in Business and Industry: An Update" (Martin Gerstein); "Evaluating the Effectiveness of Adult Career Development Programs: Key Concepts and Issues" (Michael T. Brown, Robert B. Bhaerman, Robert Campbell); and "Adult Career Development in an Uncertain Future" (Donald E. Super). (KC)

ED 398 426 CE 072 294

Aubrey, Robert; Cohen, Paul M.
Working Wisdom: Timeless Skills and Vanguard Strategies for

ED 398 443   CE 072 339

Duncan, Nancy; Wiedeman, Tom
Business/Education Partnerships by School-to-Work Alliance, Inc.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; *Education Work Relationship; *Linking Agents; Models; Nonprofit Organizations; Organizational Objectives; *Partnerships in Education; Records (Forms); *School Business Relationship; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- Oregon

This document provides an overview of the mission and activities of the School-to-Work Alliance, Inc., a nonprofit organization that was founded to act as the connecting agency between Oregon's schools and business community by helping schools and businesses work together to integrate relevant work experiences into the academic process. The document begins with a brief discussion of the alliance's mission. Explained next is the industry committee formation process, during which a group of industry representatives forms a committee that in turn becomes the employer and develops training objectives and prerequisites for student employees. The alliance's communication, selection and application, employer contact and monitoring, and career center development processes are also outlined. Concluding the document is a list of responsibilities of School-to-Work Alliance program managers. Among the illustrations/forms included throughout the document are the following: chart detailing the alliance's strategies for stakeholders in school-to-work programs; flowchart illustrating the process of developing alternative learning opportunities and awarding credit for them; lists of credits awarded for selected programs; and sample structured work-based learning agreement for students, parents, and employers. Also included is a workshop presentation explaining the benefits of partnerships to business. (MN)

ED 398 444   CE 072 357

Pines, Marion; And Others
The Harassed Staffer's Reality Check. Proceedings of a Symposium (Washington, D.C., June 25-26, 1995).
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- Aug 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Block Grants; *Economic Climate; Educational Change; *Educational Finance; Educational Legislation; Educational Planning; Educational Policy; Elementary Secondary Education; *Employment Programs; Federal Legislation; Federal State Relationship; Financial Support; Government School Relationship; *Job Training; National Programs; *Policy Formation; Political Issues; Political Parties; Political Power; *Politics of Education; School Community Relationship; Welfare Services

ED 398 462 CG 026 831

Silver, Rawley
Silver Drawing Test of Cognition and Emotion. Third Edition, Revised.
PUB DATE- 96
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Therapy; *Cognitive Tests; Educational Diagnosis; Educational Testing; Educational Therapy; Emotional Development; Language Impairments; Self Expression; *Test Manuals; Tests; Test Theory; Therapeutic Recreation
IDENTIFIERS- *Silver Drawing Test

This test, the Silver Drawing Test (SDT), evolved from a belief that the intelligence of children and adults who have poor language skills tends to be underestimated. The aim of the SDT is to provide an instrument for assessing the cognitive skills of individuals who have difficulty understanding others and making themselves understood. There are four goals: (1) to bypass language in evaluating the ability to solve conceptual problems; (2) to provide greater precision in evaluating cognitive strengths or weaknesses that might escape detection on verbal measures; (3) to facilitate the early identification of children or adolescents who may be depressed; and (4) to provide a pre-post instrument for assessing progress or the effectiveness of educational or therapeutic programs. Chapter 1 is an introduction. Chapter 2 presents theories underlying the SDT. Chapter 3 presents guidelines for administering the test and scoring results. Chapter 4 provides examples of scored response drawings. Chapter 5 summarizes studies of reliability and validity. Chapter 6 summarizes studies which used the SDT after the second edition was published. Chapter 7 ties assessment to intervention techniques. Contains 76 references, 26 tables, 42 figures, and 3 appendices: testing materials, normative data, and additional intervention techniques. (JBJ)

ED 398 463 CG 026 917

Directions in Mental Health Counseling, 1991.
PUB DATE- 91
NOTE- 309p.; Continuing Education credit may be available based on completion of questions following each section (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Abuse; *Counseling; Counseling Services; Depression (Psychology); *Mental Disorders; *Mental Health; Posttraumatic Stress Disorder; Psychological Services; Psychotherapy; Sexual Abuse; Substance Abuse
IDENTIFIERS- Forgiveness; Multiple Personality Disorder; Obsessive Compulsive Behavior; Passive Aggressive Behavior; Shame

A collection of 12 lessons, this volume covers a wide range of concerns in mental health counseling. Each piece begins with an editorial comment, followed by an introduction which outlines the scope of the problem under consideration. The main body of

ED 398 481 CG 027 188

McGhee, Marcheta; Satcher, Jamie
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Maryland.
PUB DATE- Mar 95
NOTE- 17p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Maryland; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agencies in Maryland are the focus of this study. Participants were 69 rehabilitation counselor survey respondents. A total of 130 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that conscientiousness is an important predictor of emotional and normative attachment of counselors toward the agencies for which they work. Years employed as a counselor was a significant negative predictor of job satisfaction. In the national sample, work behaviors appeared to be most important to rehabilitation counselors' job satisfaction, affective commitment, and normative commitment. While conscientiousness was most predictive of Maryland counselors' affective and normative commitment, work behaviors did not relate to job satisfaction. This made Maryland unique among all the states. Because both affective and normative commitment have been linked to higher levels of productivity, Maryland's public rehabilitation agencies are encouraged to develop ways of rewarding those conscientious behaviors which are most predictive of affective and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 482 CG 027 189

McGhee, Marcheta; Satcher, Jamie
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Minnesota.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of

ED 398 499 CG 027 254

Oestmann, Jerry
Day Treatment for Emotionally and Behaviorally Disturbed Children: A Program Evaluation.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior; *Behavior Disorders; Children; Disabilities; Elementary Education; Emotional Disturbances; *Outcomes of Treatment; Personality Problems; *Problem Children; Program Effectiveness; Program Evaluation; *Special Needs Students; Student Behavior
IDENTIFIERS- *Behavioral Assessment

Over the last 20 years, policy changes have reduced the use of highly restrictive services for children with severe disabilities. This study explores several issues associated with these changes. It asked whether students referred to a Behavioral Skills Program (BSP) exhibit a level of behavioral and emotional problems that is higher than the general population of students with Behavioral Disorders (BD). It documents the outcome of treatment by measuring academic achievement, behavioral assessments, and other goals, and investigated whether or not differential progress depended on the types of behavioral goals. Data were collected on elementary and secondary students at a public school's BSP. Results indicated that students referred to BSP exhibit more behavioral and emotional problems than the general population of students with BD. These students' levels of individual and family risk factors were also higher than the general population's. However, outcomes of treatment, which were made by measuring changes in academic achievement, behavioral assessments, performance of behavioral goals, and overall teacher performance, reflected significant gains in academic achievement. Students in the program had more success in certain types of behavioral goals compared to other types of goals. Overall, teacher ratings indicated progress in behavior and academic areas. Contains 37 references. (RJM)

ED 398 500 CG 027 259

Working Together To Erase Gangs in Our Schools.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Antisocial Behavior; At Risk Persons; *Behavior Problems; *Delinquency; *High Risk Students; *Intervention; *Juvenile Gangs; Problem Children; Secondary Education; Student Problems; Youth Problems
IDENTIFIERS- Gangs

A common misconception about gangs is that they resemble past images of motorcycle riders. Society is now faced with what are called "hybrid" gangs whose members are usually 14 to 16 years of age, who dress conservatively, who display subtle gang identifiers, and who are motivated by a combination of profit and poor family life. This booklet contains information to help

ED 398 520 CG 027 324

Allan, John; And Others

Violence Prevention: A Group Discussion Approach.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 96

NOTE- 162p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Books (010),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Children; Consciousness Raising; Crime Prevention; *Curriculum Development; Delinquency; Elementary Secondary Education; *Group Discussion; *Prevention; School Security; *Violence

IDENTIFIERS- Preventive Education

As a society, the United States is becoming increasingly concerned with the far-reaching consequences of childhood aggression and youth violence. This book offers a way in which educators can talk to K-12 students about violence. The step-by-step approach enables students to talk about experiences with anger, violence, threats, loss of control, regaining control, and the effects of witnessing violence. The session plans are broken down into three areas for easy reference: Primary, Junior/Intermediate, and Secondary. The session plans themselves are grouped into theme areas--each theme area includes 3-5 session plans. A standard format is used throughout for easy implementation. Each session plan takes approximately 40 minutes to complete. A brief literature review is included which offers a definition of interpersonal violence and which explores individual, social, and environmental factors that may influence a person's violence potential. The program outlined here is a transformational model and aims to help students and teachers not feel overwhelmed by problems of violence. Discussion, art, films, and role playing activities are all utilized. Evaluations of the program and a presentation directed at parents are provided. Contains approximately 100 references. (RJM)

ED 398 521 CG 027 325

Talley, Ronda C., Ed.; Walz, Garry R., Ed.

Safe Schools, Safe Students. Proceedings of the National Education Goals Panel/National Alliance of Pupil Services Organizations Conference on "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined, and Drug-free Schools Conducive to Learning" (Washington, D.C., October 28-29, 1994).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.

PUB DATE- 96

NOTE- 218p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adolescents; Children; Discipline; Educational Change; *Educational Environment; Educational Needs; *Educational Objectives; Elementary Secondary Education; *Pupil Personnel Services; Schools; *School Safety; School Security;

ED 398 540 CS 012 556

Ufferman, Corinne
Improving Kindergarten Children's Emergent Literacy Skills.
PUB DATE- Apr 96
NOTE- 87p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Beginning Reading; Early Childhood Education; *Emergent Literacy; *Family Environment; *Instructional Effectiveness; *Kindergarten; Listening Skills; Low Income; *Reading Aloud to Others; Reading Improvement; Reading Research
IDENTIFIERS- *Concepts about Print Test

A study described and evaluated a program for improving emerging literacy skills to better prepare children for beginning reading instruction. The targeted population consisted of kindergarten children in a blue-collar, lower-income community located at the southwest border of a large midwestern city. The problem of limited emerging literacy skills was documented using scores from a survey of concepts about print and researcher observations of reading and writing behaviors. Analysis of probable cause data revealed that targeted students had limited shared literacy activities at home prior to formal schooling and restricted access to reading and writing materials at home. The children had varied formal preschool experiences or they spent time in day-care centers that did not focus on developmentally appropriate literacy activities. Many families in the community have limited social, cultural, and economic resources. A review of solution strategies combined with an analysis of the problem setting resulted in the selection of an intervention involving adult volunteers who engaged in literacy activities with targeted children on a daily basis using a variety of appropriate reading materials. Post intervention data indicated an increase in the understanding of concepts about print for the targeted children. In addition, targeted children improved in the areas of listening and interacting behaviors in a one-on-one setting as well as in a group situation. (Contains 39 references and 3 tables of data. Appendixes present survey instruments, observation sheets, guidelines for volunteer readers, tips on reading to children, and a list of books used.) (Author/RS)

ED 398 541 CS 012 557

Dunne, Mary K.; And Others
Methods for Measuring Student Growth in Reading and Writing.
PUB DATE- Apr 96
NOTE- 157p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; *Instructional Improvement; Learning Strategies; Primary Education; *Reading Achievement; Reading Instruction; Reading Processes; Self Evaluation (Individuals); *Student Centered Curriculum; Teaching Methods; *Writing Achievement; Writing Instruction; Writing Processes
IDENTIFIERS- *Authentic Assessment; *Student Centered Assessment

This report describes a program for measuring student growth in the reading and writing process in order to improve

ED 398 560 CS 012 578

Cacciatore, Sharen
The Story Train.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authors; *Creative Writing; Critical Thinking; Elementary Education; Internet; Program Descriptions; Reading Instruction; *Thinking Skills; *Workshops; *Writing Instruction; *Writing Processes

The Story Train is a non-profit, elementary literacy program dedicated to the development of creative writing and critical thinking skills. Those objectives are achieved through a variety of specific techniques utilized to inspire students. The four components of the program are workshop, residency, television production, and an Internet site. The Story Train brings a writer/author to the students, giving them a face and a reality into the world of writing. The residency component allows the instructor the opportunity of more time with each class. Students in grades 3 through 6 are introduced to the 5 steps of the writing process. For grades 1 and 2, the 4 parts of a story (character, setting, problem, and solution) are introduced and explained. The Story Train television production can be offered in conjunction with the residency or the workshop or as a separate package. The television production showcases some of the young authors and their stories. If their school is connected to the Internet, teachers can integrate The Story Train Internet site in their classrooms to enhance their reading and writing curriculum. The Internet site consists of different "cars" on a train that offer a variety of topics on writing. (RS)

ED 398 561 CS 012 579

Davis-Kennedy, Patricia
The Effectiveness of Parental Involvement on Reading Achievement.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 5; Intermediate Grades; *Parent Participation; Program Effectiveness; *Reading Achievement; Reading Research
IDENTIFIERS- Chicago Public Schools IL; Iowa Tests of Basic Skills

A study determined the effect of parental involvement on reading achievement of participating students. Subjects were 22 fifth-grade students in a Chicago public school who received parental involvement and 19 students in the same school who did not receive parental involvement. Subjects' scores on the Iowa Tests of Basic Skills were used in the pretest/posttest design. Results indicated no significant differences in reading achievement scores between the two groups. Findings suggest that, contrary to earlier studies, parental involvement did not increase student achievement. Recommendations include: a parental involvement program should be instituted; consistent correspondence should be sent to the parents from the school; and further research needs to be conducted with a larger population. (Contains 29 references and 1 table of data.) (RS)

ED 398 579 CS 215 421

Haswell, Janis E.
Granting Authority to Multivocal Student Writing.
PUB DATE- 28 Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Self Concept; Sex Stereotypes; *Student Attitudes; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship; Writing (Composition); *Writing Assignments; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- Academic Discourse; Authority; *Voice (Rhetoric)

Postmodernism claims to shatter the mirage of essentialism by denying the image of a unified self. The result, it asserts, is the freedom to assume a new kind of authority, signified in the image of the "subject position." It assumes, further, that because the writer is capable of multiple selves, he or she will perforce manifest multiple voices. A close look at classroom practice, however, shows that this is not the case. Teachers are typically uncomfortable with unconventional voices and unwilling to encourage them. Data from recent studies show that the commentary of writing teachers and their evaluation of essays force students to fit themselves into very narrow confines of discourse and voice. Teachers are shutting down individual voices. A single student with different approaches (i.e., three voices) to writing assignments illustrates the kinds of problems posed when students choose not to follow--or are unable to follow--the narrow parameters of academic writing. It is tragic that capable students should find themselves defeated by the limitations of academic discourse. A study of 64 subjects--half teachers, half students--showed that both valued the formalist approach to evaluation above all others, that is, stylistic correctness according to convention. The study also showed that teachers and students expected student writing to conform to certain gender expectations and were assessed by how well they fit into those expectations. A solution for the student is to master the conventional voice. For teachers, it means recognizing that on the other end of every piece of writing, there is someone there, not something. (TB)

ED 398 580 CS 215 422

Munger, Roger H.
Asymmetries of Knowledge: What Tutor-Student Interactions Tell Us about Expertise.
PUB DATE- Mar 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education;

ED 398 597 CS 215 456

Klinger, Barbara; Nelson, Denise
Improving Academic Achievement of At-Risk Students in English Education and Keyboarding I.
PUB DATE- May 96
NOTE- 119p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Action Research; Cooperative Learning; *High Risk Students; High Schools; *Portfolio Assessment; Rural Education; *Student Behavior; Student Empowerment; Student Motivation; Teacher Behavior; Writing Research; *Writing Workshops

This report describes a program for improving the on-task behavior of at-risk students to increase their academic achievement. The targeted population consisted of high-school students in a growing middle-class community located in a rural area of a midwestern state. The problems of academic under-achievement were documented through data including teacher-made tests, standardized tests, subject area progress reports, and teacher observation checklists. Analysis of probable cause data revealed that students' low achievement was related to low/no motivation, poor work habits, low self-esteem, and continuous academic failure. Faculty discussion revealed that students failed to stay on task and did not accurately complete assignments. Review of instructional strategies revealed an over emphasis on information giving by teachers. A review of solution strategies and an analysis of the problem setting resulted in the selection of the following interventions: the use of a writer's workshop and the use of portfolio assessment and student self assessment. As a result of implementing writer's workshop, cooperative learning, and portfolio assessment, at-risk students showed measurable improvement with on-task behavior. This improvement resulted in successful academic achievement for the targeted at-risk students. (Contains 52 references, and 9 tables and 3 figures of data. Appendixes present survey instruments, checklists, rubrics, and teacher-made tests.) (Author/RS)

ED 398 598 CS 215 457

Davidson, Lynne; And Others
Improving Students' Ability To Produce Quality and Variety in Written Language.
PUB DATE- May 96
NOTE- 159p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Childrens Writing; Elementary Secondary Education; Special Education; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills; *Writing Workshops
IDENTIFIERS- Illinois (North)

A study describes a program for improving the quality and variety of students' writing. The targeted population consisted of elementary and special education high school students in suburban communities north of Chicago, Illinois. The problems

ED 398 617 EA 027 593

Isaacson, Nancy S.; Wilson, Sandra M.
Secondary School Subcultures and the Implementation of Nontraditional School Schedules.
PUB DATE- Apr 96
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; High Schools; Interaction; Interprofessional Relationship; Organizational Change; *Organizational Climate; Organizational Communication; Politics of Education; Program Implementation; *Resistance to Change; *School Culture; *School Schedules; *Subcultures; Teacher Attitudes
IDENTIFIERS- *Washington

Researchers who view schools as cultural organizations have tended to assume that they are monocultural entities. This paper presents a view of complex secondary schools as multicultural organizations. It discusses findings of a year-long study that examined the professional culture within two high schools in Washington State as each attempted to implement several reform objectives, including new master schedules. The study used the model of organizational subcultural analysis developed by Bloor and Dawson (1994) to identify and describe the subcultures and their various interactions throughout the year. Data sources included social artifacts, indepth interviews with at least half of the teaching and administrative staff in each school, and observation. The results suggest that the subcultural level, along with the individual and organizational levels, may also be critical for successful implementation of reform. There is a need for continuous "reframing" of a change according to the values of a specific professional subculture. The paper describes the ways in which different professional subcultures sought to strengthen their positions in order to realize their particular ideological visions. In most cases members of the less extreme, or "orthogonal" groups were most successful in this effort, serving as mediators between the dominant and dissenting subcultures. Finally, the findings brought to light the pain experienced by highly visionary reformers when their missions fail or are ridiculed. (Contains 49 references.) (LMI)

ED 398 618 EA 027 624

Bishop, John H.
Impacts of School Organization and Signalling on Incentives To Learn in France, the Netherlands, England, Scotland and the United States. Working Paper 93-21.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 9 Nov 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)

ED 398 636   EA 027 804

Narvaez, Darcia F.
Moral Perception: A New Construct?
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Encoding (Psychology); *Ethics; Interaction; Memory; *Perception; Psychology; *Recall (Psychology); *Retention (Psychology); Student Attitudes

What leads to the blatant incongruity between reality and perception with which individuals and groups perceive moral events in the world? This paper focuses on a few of the elements involved in the interpretation of the events that may lead to different perspectives, suggesting a new construct--moral perception. Rest (1983) expanded the psychological notion of morality by proposing a model of moral behavior based on four psychological processes--moral sensitivity, moral judgment, moral motivation, and ego strength. The paper explores the nature of the first component, moral sensitivity, by reformulating it into two parts, moral perception and moral interpretation. The paper also presents findings of a study that examined whether or not there are encoding differences for moral, social, and nonsocial perception. The study tested the hypothesis that moral interaction and social interaction enhance encoding of events. A total of 556 volunteers from introductory psychology classes responded to slides that depicted people engaged in either nonsocial, social, or moral interactions. Based on responses, the sample was divided into a high- and a low-recall group. Low recallers best remembered the moral interactions, followed by the social interactions, and then by the nonsocial interactions. However, the high-recall group, who had better memories for everything, best remembered the nonsocial interactions, followed by the social, and then by the moral interactions. (Contains 12 references.) (LMI)

ED 398 637   EA 027 808

Ozcan, Mustafa
Improving Teacher Performance: Toward a Theory of Teacher Motivation.
PUB DATE- Apr 96
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Incentives; Instructional Improvement; Job Performance; *Motivation Techniques; Recognition (Achievement); Rewards; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; *Teacher Motivation

Despite a century-long history of teacher-incentive programs in the United States, discovering what matters to teachers and how best to motivate them remains a complex puzzle. This paper features a literature review that investigates the motivational

ED 398 656 EA 027 839

Sielke, Catherine C.
The Impact of Michigan's Finance Reform on Three Poor School Districts.
PUB DATE- Mar 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Salt Lake City, UT, March 21-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; *Finance Reform; Income; Property Taxes; *Public Education; Resource Allocation; State Aid; State Legislation; Tax Effort
IDENTIFIERS- *Michigan

In 1994, Michigan voters amended the state constitution to reduce schools' reliance on local property taxes for financial support. School districts were also divided into three funding tiers that were determined by their 1993-94 state and local revenues. This paper presents findings of a study that examined the impact of Michigan's finance reform on three of its low-revenue school districts, each of which had received significant revenue increases for the 1994-95 school year. Methods included a review of 5 years of financial data and minutes of the districts' 1994-95 board meetings, and discussions with the superintendent and/or business administrator. The data indicate that finance reform in Michigan increased revenues for the school districts but did not resolve the equity issue. Increased dollars were accompanied by increased costs for school districts. New dollars were being used to cover the costs of nondiscretionary items and to recover losses of a rollback that forced districts to use fund equity rather than make massive cuts. New dollars were used for administration for only one district, which had been understaffed. The study concludes that finance reform has allowed them to maintain the status quo with only modest programmatic changes. (Contains 11 references.) (LMI)

ED 398 657 EA 027 840

Schoppmeyer, Martin W.
An Explanation of Act 917.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Average Daily Membership; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Expenditures; Fiscal Capacity; School Funds; School Support; *State Aid; *State Legislation; State School District Relationship; Tax Effort; Teacher Salaries
IDENTIFIERS- *Arkansas

Arkansas' new finance law, Act 917, is difficult to understand because it has not been logically organized. This paper explains in detail the following provisions of the law: average daily membership (ADM) computation; local share; minimum and maximum millage; state support (including how priorities are set and the forms of state aid not covered, and how weights are

ED 398 675 EC 304 967

Hayden, Mary F.; Senese, Dick
Self-Advocacy Groups: 1994-95 Directory for North America.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 94
NOTE- 121p.; For a related document, see EC 304 968.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Advocacy; *Disabilities; National Organizations; Nonprofit Organizations; *Organizations (Groups); Social Support Groups
IDENTIFIERS- *Self Advocacy

This 1994-95 directory of disability self-advocacy groups contains listings of over 700 organizations in the United States, Mexico, and Canada. The associations are organized by country and state or province. Listings typically contain the following information: the name of a contact (the name of the member who is the chair, president, or representative for the group); the name of the advisor (the advisor, facilitator, or helper for the group); address; and telephone number and/or fax number for contacts and advisors. Sixteen of the listed organizations are in Canada and one is in Mexico. (CR)

ED 398 676 EC 304 968

Hayden, Mary F.; And Others
Self-Advocacy: Print and Media Resources.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 95
NOTE- 65p.; For a related document, see EC 304 967.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advocacy; *Disabilities; Employment; Federal Legislation; Financial Problems; Health Materials; Housing; Interpersonal Relationship; Leadership Training; Legal Problems; Long Term Care; Program Evaluation; Safety; Self Actualization; Services; Sexuality; Social Life; Videotape Cassettes
IDENTIFIERS- Americans with Disabilities Act 1990; *Self Advocacy

This directory contains approximately 90 listings of print and media resources about self-advocacy and materials written by self-advocates. Listings are divided into the following 19 sections: advisor training; Americans with Disabilities Act; board training; building self-advocacy groups; choice making; employment; evaluation of services; financial issues; health and medical concerns; housing; leadership skills; legal rights; personal futures planning; public awareness and education; relationships, sexuality, and social life; safety; self-advocacy movement; self-advocacy skills; and services and supports. Each listing includes the title, author, year of publication, a description of the publication or video, and where to write or call to obtain the materials. (CR)

ED 398 677 EC 304 969

The ADA and Persons with Cognitive Disabilities. Trainer's

ED 398 693 EC 304 985

Access to Quality: A Planning Document for South Dakota's Special Schools.
PUB DATE- Apr 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Blindness; *Deafness; Delivery Systems; *Educational Planning; Educational Strategies; Elementary Secondary Education; Hearing Impairments; Program Development; Program Evaluation; Public Education; Residential Schools; *Special Schools; Visual Impairments
IDENTIFIERS- *South Dakota School for the Deaf; *South Dakota School for the Visually Handicapped

This report is a program planning document for the South Dakota School for the Deaf and the South Dakota School for the Visually Handicapped. First, it reviews the history and current status of the schools and then presents information on the planning process, which included the two schools, the South Dakota Board of Regents, and the state legislature. The environment in which individuals with disabilities live and the role of residential and day schools for individuals with deafness and blindness are described. Assumptions of the plan are identified for such areas as: mission and planning, governance, students, program, staffing, finance, facilities, and intergovernmental relations. Future directions are identified, including: (1) access to appropriate services; (2) quality of programs and services; (3) maximization of service delivery statewide; (4) creation of a quality teaching and learning environment that promotes student growth; (5) development of the schools as centers of excellence; (6) resource management; (7) collaborative partnerships with parents, state education agency staff, school districts, state universities, consumer groups, and service providers; (8) increased public understanding of vision and hearing loss and appreciation for quality educational programs for children; (9) competitive compensation for employees; and (10) maintenance of facilities and equipment. Specific objectives are listed for each of these directions. Benchmarks to measure the progress toward each goal are provided in a checklist format. The mission statement of each school is given. (CR)

ED 398 694 EC 304 986

Ness, Jean E., Comp.
The Paraprofessional: An Introduction. Module One. Facilitator's Edition and Student's Edition. Strategies for Paraprofessionals Who Support Individuals with Disabilities Series.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 256p.; For other modules, see EC 304 987-992.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

ED 398 710 EC 305 003

Hulgin, Kathy; And Others
Innovative Practices in Supported Living: An Overview of Organizations, Issues, and Resource Materials.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Delivery Systems; *Disabilities; *Housing; *Independent Living; Individualized Programs; Information Sources; Innovation; Personal Autonomy; Program Development; Social Change
IDENTIFIERS- *Supported Housing

This packet of information focuses on innovative practices related to supported living for people with disabilities. It opens with an article by John O'Brien, "Supported Living: What It's Not," which summarizes common misunderstandings of supported living. The next section describes eight innovative agencies in the area of support living. The common attributes of these successful agencies are identified and include small size, nonhierarchical, nonbureaucratic, and have a personal structure; leadership driven by people and values; clear work principles; an image defined by issues which affect people's lives rather than narrow service categories; and an openness to change. Two additional agencies that are in the process of developing supported living services are also described. A section on considerations in implementing supported living discusses housing, support, person-centered planning, individualized funding, and service brokerage. The final section lists resources for additional information, including organizations, available written materials, and World Wide Web sites on the Internet. (CR)

ED 398 711 EC 305 004

Hewitt, Amy; And Others
National Voluntary Credentialing for Direct Service Workers.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Attendants; *Certification; Community Programs; *Credentials; *Developmental Disabilities; *Human Services; Qualifications; *Service Workers; Standards; State Standards

This paper describes the development of the National Skill Standards for Community Based Human Service Practitioners and reports on a survey of states' training and certification requirements. The standards are grouped into 12 broad competency areas: (1) participant empowerment; (2) communication; (3) assessment; (4) community and service networking; (5) facilitation of services; (6) community living and supports; (7) education, training, and self-development; (8) advocacy; (9) vocational, educational, and career support;

ED 398 729 FL 024 029

Sowers, Jayne
Young Children Learning English as a Second Language: An Intensive Summer Program.
PUB DATE- 29 Mar 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *English (Second Language); Foreign Countries; Instructional Materials; *Intensive Language Courses; Japanese; *Preschool Children; Preschool Education; Second Language Instruction; Second Language Programs; Summer Programs
IDENTIFIERS- Japan (Okinawa)

This paper describes the development and implementation of an intensive summer course in English as a Second Language (ESL) designed for children aged 4-5. Planning included development of a curriculum and instructional materials based on theory and practice in the teaching of young children, English language learning and instruction, and curriculum development. The teacher had native-like English skills and limited conversational ability in the children's first language (Japanese). A Japanese-speaking aide was available for emergency interpretation. No effort was made to foster the children's first language or culture in the course. A theme-based curriculum with topics of interest to young children was devised. It was implemented in a six-week half-day course at an Okinawa (Japan) private school. Curriculum and classroom components common in preschool education were also used here, including learning centers, pre-literacy exposure to English, and work tasks to reinforce past content. Teacher journals, student pre- and post-course evaluations, and students' expressive language samples were used to analyze course effectiveness. Results indicate that the short-term immersion course is a viable and effective method of teaching English to young children. Recommendations for classroom practice and for instructional materials development are also made. (MSE)

ED 398 730 FL 024 030

Zhang, Shu Ya; Carrasquillo, Angela L.
Four Chinese Junior High School "Unsuccessful" Students: Language, Cultural, and Family Factors.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Acculturation; Cultural Traits; *Culture Conflict; English (Second Language); *Family Influence; Grade 8; *High Risk Students; *Immigrants; Junior High Schools; Language Attitudes; Language of Instruction; *Language Role; Parent Participation
IDENTIFIERS- *Chinese People

A study was undertaken to identify cultural, linguistic, and family factors affecting the academic performance of four Chinese students in the United States. Subjects were eighth-

ED 398 749 FL 024 051

Kuo, Pinmin
The Correlation of Discourse Markers and Discourse Structure.
PUB DATE- 94
NOTE- 24p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p208-30, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discourse Analysis; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Mandarin Chinese; *Pragmatics; *Research Methodology; Structural Analysis (Linguistics); Written Language
IDENTIFIERS- *Connectives (Grammar); *Discourse Markers

In discourse analysis, connectives have been widely suggested as linguistic markers to indicate the logical linkage between utterances. However, the understanding of the interactions among various kinds of connectives in discourse has been limited. A method of quantifying the overall correlation between different kinds of connectives occurring on coherent texts is proposed. This analysis of discourse structures focuses on two written texts in Mandarin Chinese, and both illustrates the complexity of interactions among various connectives and reveals patterns of connectives indicating the logic structure in discourse. Methodology used in coding and quantifying the Chinese connectives within sentences and paragraphs and data summaries are presented. Theoretical and pedagogical implications are considered. It is concluded that this methodology, a numerical measurement of correlation coefficients, can be used effectively for: (1) showing that the complex sentence in Mandarin represents a topic continuity; (2) helping to prepare language textbook content; (3) confirming a taxonomy of coherent relationships; and (4) helping to generalize the modification direction for the inferential function denoted by each connective group. Contains 30 references. (MSE)

ED 398 750 FL 024 052

Saville-Troike, Muriel; Johnson, Donna M.
Comparative Rhetoric: An Integration of Perspectives.
PUB DATE- 94
NOTE- 17p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p231-46, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Contrastive Linguistics; *Cultural Context; Cultural Traits; Discourse Analysis; *Ethnography; Language Research; Linguistic Theory; *Pragmatics; Research Methodology; *Rhetoric

A discussion of approaches to comparative rhetoric looks at diverse approaches and proposes that analysis can be enriched by incorporating the perspective of ethnography of communication. Contributions to the field of comparative rhetoric from second language learning and teaching mainstream rhetoric, and text linguistics are discussed, focusing on differences in definition, scope and focus, and on the major limitations and biases of each. An ethnography of communication perspective is then outlined. It is suggested that a comparative functional emphasis that incorporates rich

ED 398 770 FL 024 086

Ghosn, Irma K.
Language, Culture, and Writing Integrated: Report Writing with a Multiple Focus.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; Limited English Speaking; Media Selection; Second Language Instruction; Sentence Structure; *Writing Instruction

An approach to writing instruction for elementary and secondary school learners of English as a Second Language is described. The activity was developed for use in schools in non-English-speaking cultures where report writing skills may be neglected at that level. It introduces report writing and documentation of sources, and teaches the basic idea of organizing information. It can also be used to explore the target culture. Post cards, photographs, and other pictures of life and places in the target country are grouped by topic and made into posters. Students contribute ideas about a trip to that country, take notes on the ideas, and discuss them, first in pairs and then as a class. Student observations and interpretations from this discussion are shared and discussed, using different grammatical structures (e.g., "There are...," "If I lived there,..."). Comments are coordinated with the pictures, and students write sentences about the pictures, which are transformed into paragraphs by addition of a topic sentence. Additional paragraphs are constructed. Sources (teacher or class members) are cited. Older students can also consult other references. A variation is to have students make observations about the pictures without knowing what country they depict. (MSE)

ED 398 771 HE 029 198

Seymour, Daniel
The AQC Baldrige Report. Lessons Learned by Nine Colleges and Universities Undertaking Self-Study with the Malcolm Baldrige National Quality Award Criteria.
PUB DATE- Apr 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Awards; Change Strategies; Concept Formation; *Educational Assessment; Educational Environment; Evaluation Criteria; Higher Education; Holistic Approach; Interviews; Leadership Responsibility; Learning Strategies; Models; Motivation Techniques; Professional Recognition; *Quality Control; Resource Allocation; *Self Evaluation (Groups); *Summative Evaluation
IDENTIFIERS- *Malcolm Baldrige National Quality Award

This report summarized observations of administrators at nine colleges in the Academic Quality Consortium (AQC) who assessed the performance of their institutions using the Malcolm Baldrige criteria as a guideline. These criteria include

ED 398 788 HE 029 385

Hammond, P. Brett
Real Bonds and Inflation Protection for Retirement.
PUB DATE- Mar 96
NOTE- 14p.; A publication of External Affairs--Corporate Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Economic Factors; Financial Policy; Foreign Countries; *Fringe Benefits; Higher Education; *Inflation (Economics); Information Dissemination; *Investment; *Money Management; Teacher Employment Benefits; *Teacher Retirement
IDENTIFIERS- *Annuities; Bonds (Finance); *Pension Plans; United Kingdom

This issue examines inflation protection for pensions in the 1990s and beyond. It describes how providers of retirement services can offer participants opportunities to improve inflation protection through product design, services, and educational programs. It explains the use of inflation-indexed (real bonds), noting the potential role for such bonds in the U.S. economy and experience with indexed bonds issued by a number of foreign governments, especially the United Kingdom. The article emphasizes that the Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF), with its special responsibility for people in the education and research communities, has long recognized the potentially debilitating effects of inflation on retirement savings as well as its participants' fears of such an outcome. The issue includes charts showing inflation volatility since 1947, CREF stock values versus inflation since 1952, expected nominal returns versus inflation since 1978, comparison of yield volatility of real and ordinary bonds in the United Kingdom, and comparison of real annuity payments and a hypothetical inflation-protected annuity. The issue concludes that real bonds offer potential advantages to annuitants and to people saving for retirement in defined-contribution plans, even those where inflation-protection policies have long been a feature of the plan. (Contains 15 references.) (CK)

ED 398 789 HE 029 386

King, Francis P.
Trends in the Selection of TIAA-CREF Life-Annuity Income Options, 1978-1994.
PUB DATE- Jul 96
NOTE- 14p.; A publication of External Affairs--Corporate Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Decision Making; *Economic Factors; *Financial Needs; Fringe Benefits; Higher Education; Income; *Investment; *Money Management; Statistical Analysis; Teacher Employment Benefits; *Teacher Retirement; *Trend Analysis
IDENTIFIERS- *Annuities; Pension Plans

This issue describes the Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF) life-annuity income options and traces the trends in their selection over a 17-year period, 1978-1994. Other income-related choices at or before retirement are also explored. The article emphasizes that participants in defined contribution plans make key financial decisions about their accumulations throughout was developed and implemented through the joint efforts of Blackhawk Technical College and Rock Country Jail in Wisconsin. The following items are included: statement of the partnership's philosophy; summary of RECAP activities (project report, final 3-year evaluation, dissemination brochure, and program outlines); course outlines used in the program's basic skills education and vocational/job-related training components; competency certificates awarded to graduates of programs in seven trades; handbook of the program's Secretary's Commission on Achieving Necessary Skills (SCANS) 509 high school equivalency component; RECAP handbook; suggested procedures for establishing/using advisory committees; treatment information used in group counseling efforts; operational policies and procedures; recruitment and retention methods and materials; job descriptions and lists of required tasks of basic skills instructors and staff; program accountability/reporting forms; and information about RECAP's community service component. (MN)

ED 398 354 CE 070 958

Holton, Elwood F., III, Ed.
Academy of Human Resource Development Conference Proceedings (St. Louis, Missouri, March 2-5, 1995).
PUB DATE- Mar 95
NOTE- 795p.; For individual symposium papers, see CE 070 959-981. Papers by Simon and by Palmer and Rhodes from symposium 13 and by Birchall from symposium 19 are not included.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Context Effect; *Corporate Education; Educational Needs; Educational Technology; *Educational Trends; Evaluation Methods; Foreign Countries; Human Resources; Job Analysis; Job Performance; *Labor Force Development; Leadership; Management Development; *Organizational Change; Organizational Climate; Outcomes of Education; Productivity; *Professional Continuing Education; Program Development; Program Effectiveness; Supervisory Methods; Theory Practice Relationship; Training Methods; Training Objectives
IDENTIFIERS- China; Netherlands; United States

This document contains papers from 23 of 25 symposia held at the 1995 Academy of Human Resource Development (HRD) conference. Keynote speeches, symposium 6, and symposium 25 are not included. The 23 symposia are on the following topics: (1) HRD town forum; (2) core directions in HRD; (3) university instruction in HRD; (4) evaluation in HRD; (5) leadership, executive, and management development; (6) university HRD programs; (7) contextual learning issues; (8) performance improvement; (9) team building; (10) diversity in the workplace; (11) HRD and business outcomes; (12) instructional technology; (13) work analysis and expertise; (14) work force issues facing HRD; (15) change process in organizations; (16) financial analysis of HRD; (17) instructional strategies; (18) research centers--ecstasies and agonies; (19) transfer of learning; (20) advancing the profession through journals--the editor-author-profession partnership; (21) the learning organization; (22) cross-cultural HRD; and (23) high involvement work teams. (MN)

ED 398 355 CE 070 959

HRD Town Forum.

between Rigor and Reality" (Michael Leimbach) discusses the need for HRD research to increase its speed and rigor and help organizations focus on capability modeling and development impact. "Zenger Miller's Research Center: Mission, Strategies, Agonies, and Ecstasies" (Darlene Russ-Eft) reviews the history and mission of the center and specific projects, such as calculation of benefits and costs of interpersonal skills training, and total quality management. "ASTD's Research Program: Performance and Workplace Learning" (Martha A. Gephart, Lara Hewitt) describes how the American Society for Training and Development's research program is working within a global context to build the knowledge base necessary to link research, policy, and practice in three key areas: performance, learning, and training. "Human Resource Development Research Center--A Decade of Innovation" (Richard A. Swanson) profiles the University of Minnesota HRD Research Center. (KC)

ED 398 373 CE 070 977

Transfer of Learning in HRD .
PUB DATE- Mar 95
NOTE- 36p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Research; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Human Resources; *Labor Force Development; Management Games; On the Job Training; Outcomes of Education; *Supervisors; *Supervisory Training; Teaching Methods; *Transfer of Training; Work Attitudes

These four papers are from a symposium facilitated by David Antonioni on the transfer of learning at the 1995 Academy of Human Resource Development (HRD) conference. "Supervisory Support as a Transfer Enhancing Activity: Synthesis of Four Research Projects" (Esther W. M. Gielen, Marcel R. van der Klink) presents four case studies that show, with one exception, no direct effect of supervisory support on transfer of training. "Transfer of Training: The Impact of Supervisory Support, Supervisory Involvement, Situational Constraints, and Self-Efficacy on the Application of Technical Skills Training" (Sandra L. Hastings, Barry G. Sheckley, Anne B. Nichols) examines supervisory support, supervisory involvement, situational constraints, and self-efficacy as factors that may expand the understanding of long-term transfer of training. "Factors in the Organizational Climate that Motivate the Trainee to Transfer Behavior Learned in a Training Setting to the Actual Work Environment" (Gary D. Geroy, Catherine J. Penna) examines the relationship between transfer behavior motivation and the organizational climate. "Management Influence on the Transfer of Training" (Emma Martien Branderhorst, Ida Wognum) used a control group-treatment study to show doubt about the results of recent studies that indicate that supervisors are the most important factor in training transfer. (KC)

ED 398 374 CE 070 978

Advancing the Profession through Journals: The Editor-Author-Profession Partnership in HRD .
PUB DATE- Mar 95

Developed by workers, trainers, and professionals in the field, this guide contains a proposed national standard for hazardous materials management technology. The guide first discusses the need for and the development of skills standards, then introduces the hazardous materials management technology standard and the four subgroups of occupations in this category. The skills standard is divided into 13 job functions. The job functions serve as headings for general statements of occupational requirements, skills, and knowledge. Within each job function are supporting skills and knowledge that a hazardous materials management technology worker must possess to be able to accomplish the job function successfully. Immediately following the job functions is a more detailed breakdown of the supporting knowledge and skills related to the disciplines of mathematics chemistry, toxicology, physics, and computer technology. Following these related academic skills are statements regarding the application of the SCANS (Secretary's Commission on Achieving Necessary Skills) report to hazardous materials management technology and the relationship of the quality movement to the skills demanded of hazardous materials management technology. The final section of the standard gives guidance to curriculum developers for converting the defined skills into educational curricula. (KC)

ED 398 391   CE 072 161

Folk, Karen Fox, Ed.
Consumer Interests Annual. Annual Conference of the American Council on Consumer Interests (42nd, Nashville, Tennessee, March 27-30, 1996).
PUB DATE- Mar 96
NOTE- 482p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Consumer Economics; *Consumer Education; *Consumer Protection; Day Care; Educational Attainment; *Educational Research; Information Seeking; *Money Management; Research Methodology; Research Reports; Research Utilization; Secondary Education

Among the 99 conference papers presented are the following: "Whither the Consumer Interest: The Role of Consumer Education and Research in an Era of Public Reinvention" (Colien Hefferan); "The Scientific Foundations of Consumer Advice: Some Comments" (E. Scott Maynes); "Self-Employment: A Viable Economic Alternative for the California Hispanic Population" (Patricia D. Olson, Virginia Solis Zuiker, Catherine P. Montalto); "Determinants of Information Search Behavior: The Case of Saving and Borrowing Decisions" (Yoon G. Jang); "An Analysis of Household Expenditures on Educational Goods and Services" (Sandra J. Huston); "Child Care: Parental Search and Decision-Making" (D. Elizabeth Kiss, Brenda J. Cude); "Hours of Employment and Undergraduate Grades" (Mary E. Pritchard); "Utilizing Focus Group Interviews for Testing Theoretical Framework Viability" (Julie Johnson-Hillery, Jikyeong Kang); "Factors that Contribute to the Wage Gap between Black and White Women" (Tiffanye H. Porter); "A Financial Crisis Clinic Supported by Consumer Affairs Students" (Wendy L. Reiboldt); "A Decade in Perspective 1985-94: A Content Analysis of the Journal of Consumer Affairs'" (Elizabeth M. Dolan, Frances C. Lawrence); "Income Sources and Education Expenditures for Single-Mother Families: Implications for Public Policy" (Yoon

Universities; Part Time Students; Peer Relationship; Problem Solving; Professional Continuing Education; Teacher Education; Workshops
IDENTIFIERS- Canada; Europe; *Great Britain

Fifty-three papers are included in this proceedings. They include: "Power, Peers and Professional Development" (Armstrong, Zukas); "Invent Your Future, Reinvent Your Past" (Armstrong); "Managing Learning Organisations" (Barron); "Adult Learning, Cultural Diversity and Ethnoknowledge" (Benn); "Culture of Computer Technology in Education and Research" (Blanchette); "Use of Problem-Based Learning in the Education of Adults in Part-Time Higher Education" (Bowden, Newton); "Open and Flexible Provision" (Calder, McCollum); "Open Learning Workshops" (Cashin), "Knowledge in an Age of Uncertainty" (Chappell); "Combining Arts and Adults" (Chapple); "Stories We Tell Them?" (Chase); "Email Conferencing" (Davis); "Performance, Quality and Community in Adult Community Education" (Emsley); "Changes in British University Adult Education" (Fang); "Historical Perspective on Future Developments and Diversity in British Adult Education" (Fieldhouse); "Diversity and the Quality Debate" (Gardiner); "From Backwater to Mainstream" (Hampton); "Function , Fascination and Facilitation of Reflective Practice in Continuing Professional Education" (Hunt); "Community Educators" (Jarvis, Notley); "European Involvement in the Future of Education of Adults in England and Wales" (Jarvis, Dubelaar); "Different Context: Same Praxis?" (Jones); "Case Study in Postmodern Pedagogy for Graduate Education" (Kasl, Elias); "Working Class Women in Further Education" (Kilminster); "Adults Learning.net" (McConnell); "Networked Learning" (McConnell); "Recognising Diversity" (Macdonald); "Futures in the Education of Educators" (Malcolm); "Future for Professional Learning" (Millar, Smith); "Transformation, Multiculturalism, and Community" (Multicultural Inquiry Exchange MIX); "Getting to Grips with Barriers to Reflection" (Newton); "Is There a Future for Community in Continuing Education?" (O'Rourke); "Assessing Values" (Patel); "Guidance" (Payne); "Positions of Race and Gender in Adult Continuing Education" (Preece); "Searching for the 'Pluriverse'" (Rose); "Learning the Business of Business" (Schwenke, Schwenke); "Fitness for Purpose in Continuing Professional Education" (Smith); "Local Government Reorganisation" (Spackman, Paul); "Future of University Continuing Education" (Taylor); "Experience Never Ends" (Thomson); "Women in Further Education" (Wallis); "Professional Development and Mentoring for Under-Represented Minority Faculty" (Williams, Crandall); "Can Post-Modern Adults Be Educated? (Wiltsher); and "Should Higher Education for Adults Carry a Health Warning for Their Relationships?" (Wray). (MN)

ED 398 409 CE 072 263

Parks, Darrell L.
Technical Education & Training in the 21st Century. ITE Paper No. 1.
PUB DATE- 19 Apr 96
NOTE- 33p.; Public lecture delivered under the Tay Eng Soon Scholarship Fund at the Institute of Technical Education (Singapore, April 19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Change Strategies; Educational

Learning Organizations.
PUB DATE- 95
NOTE- 192p.; Jossey-Bass Management Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Adult Learning; Adults; Andragogy; *Business Administration; Career Development; Educational Needs; Employer Employee Relationship; *Futures (of Society); Job Skills; *Lifelong Learning; *Organizational Development; *Professional Development
IDENTIFIERS- Learning Organizations; *Wisdom

This book discusses wisdom as an organizational strategy for developing human potential in learning organizations. It explores learning at four levels: (1) where the learning revolution is going; (2) why wisdom is a paradigm for the new economy; (3) what organizations are doing to enhance learning; and (4) how to assess one's own learning strategies as well as one's ability to help others learn. The first three chapters, comprising part one, examine three revolutionary developments that are changing the nature of work: the need to maintain employability in a rapidly changing workplace; the renewal of wisdom in the shift from the Industrial Age to postindustrial economies; and the convergence of professional and personal development as a career strategy. Part two discusses five tactics to be used in relationships to produce effective learning. Each tactic--accompanying, sowing, catalyzing, showing, and harvesting--is described in the context of practices and philosophies that have best defined wisdom in the past. Also offered are contemporary illustrations of organizations that have capitalized on these tactics and the reflections of managers who use them. Part three identifies six strategic imperatives for implementing a learning strategy that harnesses the power of wisdom: leadership, middle management, learning networks, technology, public policy, and learning alliances. Each chapter spells out the tasks and defines the roles of key actors in strategic implementation as well as providing examples in leading-edge organization. The book concludes with a summary of working wisdom and an appendix provides a brief history of working wisdom. The book contains 19 references. (KC)

ED 398 427 CE 072 297

Gilley, Jerry W.; Boughton, Nathaniel W.
Stop Managing, Start Coaching! How Performance Coaching Can Enhance Commitment and Improve Productivity.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Business Administration; Change Strategies; *Employer Employee Relationship; Job Performance; *Job Training; Labor Force Development; Mentors; Motivation Techniques; Organizational Change; Organizational Development; *Performance Factors; *Personnel Management; *Productivity; Supervisory Methods; Teamwork
IDENTIFIERS- *Job Coaches

This book, which is intended for managers responsible for training and managing employees, outlines an approach to employee management and training that is based on the premise that, if managers are to enhance employees' commitment to the organization and improve productivity, they must first stop

IDENTIFIERS- Welfare Reform

These proceedings contain papers from a symposium during which 33 practitioners from the fields of education and employment policy formation met to discuss the following topics: the political reality of a Republican majority in Congress and the trend toward increased reliance on block grants as a method of awarding federal funding; the economic realities of growing wage and income disparities; and program implementation under two major scenarios presented in the Gooding (House) and Kassebaum (Senate) bills regarding reforming the education, employment, and rehabilitation systems. The proceedings consist of the following: six papers; an edited summary of the panel and conference discussion in which seven state and local practitioners and seven Congressional respondents took part; and a list of symposium participants. The following papers are included: "Introduction" (Marion Pines); "Toward a Workforce Development Reality Check" (Garth Mangum, Stephen Mangum); "Block Grants--Key to the 'New(t) Federalism'" (Richard P. Nathan); "Guiding Principles for National Employment and Training Reform" (Andrew Sum, Paul Harrington); "Panel and Conference Discussion"; and "Conclusions" (Marion Pines). (MN)

ED 398 445 CE 072 358

Sum, Andrew; Fogg, W. Neal
The Labor Market Problems of the Nation's Out-of-School Youth Population. Policy Issues Monograph 96-01.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- May 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Demography; Dropouts; Economically Disadvantaged; Educational Needs; *Education Work Relationship; *Employment Patterns; *Employment Problems; Employment Programs; Immigrants; Job Training; *Labor Market; *Out of School Youth; Parent Background; Program Effectiveness; Salary Wage Differentials; Secondary Education; Social Adjustment; Tables (Data); Trend Analysis; Welfare Recipients; *Youth Employment

A study examined the labor market problems of the United States' out-of-school youth population and trends in the development and attempted solution of those problems over the past 20 years. The study's major areas of focus were as follows: trends in the nation's out-of-school youth population's size and demographic composition; trends in the labor market experiences of out-of-school youth as a group over time and as they grow older; and the outcomes of youth employment and training programs, especially those targeted toward economically disadvantaged youths. The study confirmed that, despite the economic recovery from the 1990-91 recession, the real weekly earnings of most full-time employed young adults, especially young men, have continued to decline over the past 2 decades and that no fundamental reversal of the trend appears imminent. Few recent national evaluations of federal employment and training programs have shown sizable, statistically significant positive earnings impacts of those programs on out-of-school youth. The economic impacts that have been found have only been in the $600-$700 range, which would replace less than 10% of the real earnings losses experienced by young men since the 1970s. (Thirty tables/graphs and 36 endnotes are included.) (MN) each lesson presents an analysis of the subject under consideration. A list of further sources the reader can consult appears in the back. Questions based on the lesson, which can help the reader gauge how much of the material he or she has understood, are listed at the end of each article. Lessons in this volume are: "Diagnosis and Management of Substance Abuse" (Edward C. Senay), "Child Abuse, Sexual Abuse, and Neglect" (Penolope Krener), "Obsessive-Compulsive Disorder: New Findings" (Thomas R. Insel), "The Diagnosis and Treatment of Passive-Aggressive Personality Disorder" (Allen Frances and James Widiger), "An Update on Post-Traumatic Stress Disorder" (Marion E. Wolf and Giselle S. Mosnaim), "Therapeutic Approaches to Erotic Transference" (Glen O. Gabbard), "Forgiveness" (Robert J. McAllister), "The Risk of Diagnosing Physical Illness as Depression" (Mark S. Gold), "Understanding Shame" (Donald L. Nathanson), "The Psychotherapy of Depression" (Anthony Storr), "On the Efficacy of Psychotherapy" (Henry M. Bachrach), and "The Diagnosis and Treatment of Multiple Personality Disorder" (Richard P. Kluft). Includes an index. (RJM)

ED 398 464   CG 026 918

Directions in Mental Health Counseling, 1992.
PUB DATE- 92
NOTE- 268p.; Continuing Education credit may be available based on completion of questions following each section (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Cancer; *Counseling; Counseling Services; *Depression (Psychology); Existentialism; Heart Disorders; Incest; *Mental Disorders; *Mental Health; Psychotherapy; Sexual Abuse; Special Health Problems; Stress Variables; Substance Abuse; Work Environment
IDENTIFIERS- Codependency; Gambling

A collection of 12 lessons, this volume covers a wide range of concerns in mental health counseling. Each piece begins with an editorial comment, followed by an introduction which outlines the scope of the problem under consideration. The main body of each paper presents a clear, easily understood analysis of the subject under consideration. A list of further sources the reader can consult appears in the back. Questions based on the lesson, which can help the reader gauge how much of the material he or she has understood, are listed at the end of each article. Lessons in this volume are: "Stress in the Workplace" (Gerald A. Kraines), "Psychological Factors in the Prognosis, Prophylaxis, and Treatment of Cancer and Coronary Heart Disease" (Ronald Grossarth-Maticek and H. J. Eysenck), "Cognitive Therapy for Depression" (Robin B. Jarrett and A. John Rush), "Existential Aspects of Psychotherapy" (Hans W. Cohn), "Depression and the Immune System" (Elinor M. Levy and Richard Krueger), "AIDS Dementia" (Balu Kalayam and Charles A. Shamoian), "Co-Dependence: A New Diagnosis" (Robert L. DuPont and John P. McGovern), "Pathological Gambling" (Richard A. McCormick), "Depression and the Elderly" (Michael A. Jenike), "Therapeutic Approaches Toward Clients with a History of Incest in Childhood" (A. Reese Abright) "Anorexia Nervosa, Bulimia Nervosa, and Depression: Multiple Interactions" (Arnold E. Andersen), and "Divorce as a Developmental Catalyst" (Judith H.

Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Minnesota; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agency in Minnesota are the focus of this study. Participants were 28 rehabilitation counselor survey respondents whose agency agreed to take part in the study. A total of 40 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to conduct extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Minnesota's public rehabilitation counselors were highest in continuance (have to) commitment, followed respectively, by affective and normative commitment. Minnesota's rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in the larger national sample. Minnesota's public rehabilitation agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 483 CG 027 190

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Mississippi.
PUB DATE- Apr 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Mississippi

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in Mississippi are the focus of this study. Participants were 71 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 145 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that conscientiousness is an important predictor of overall job satisfaction, teachers identify gang members and gang activities on their campus. The first step to solving gang problems is to be aware that they do exist. Teachers are essential to gang intervention and prevention because of the amount of time children spend in the classroom each day. Some of these students can be saved from a life of crime if they are diverted from gang activities at an early age. Some of the topics covered in this booklet are definitions; types of gangs; gang awareness in the classroom; gang attire, tattoos, graffiti, and hand signals; and language. Further discussion is offered on why kids join gangs and the various types of gangs present in society, such as delinquent youth-gangs, traditional turf-based gangs, gain-oriented gangs, and violent/hate gangs. Finally, suggestions are given as to what schools can do to limit gang activities. (RJM)

ED 398 501   CG 027 265

Promising Approaches in the Prevention of Underage Drinking: Case Studies of State Activities. Final Report.
SPONS. AGENCY- National Highway Traffic Safety Administration (DOT), Washington, D. C.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- Jun 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Alcohol Abuse; *Case Studies; *Drinking; Elementary Secondary Education; Health Promotion; *Institutional Cooperation; *Prevention; Program Descriptions; *State Programs; Traffic Safety

Focusing on state and local efforts to reduce underage drinking, this report is a product of a joint project of the National Association of Governors' Highway Safety Representatives (NAGHSR) and the National Association of State Alcohol and Drug Abuse Directors (NASADAD). Part of the project included a survey of the memberships of both NAGHSR and NASADAD designed to assess what states were doing to prevent underage drinking and to determine the extent of interagency cooperation with these efforts. The 10 case studies featured in this report were chosen from the efforts described by survey respondents to the question, "Can you identify current efforts to reduce underaged drinking in your state that you consider to be particularly effective or promising?" Phone interviews were conducted with program coordinators during October and November of 1994. Selections included in this report were chosen to represent a broad range of strategies and approaches to prevent underage drinking throughout the country. Projects were included from North Dakota, New York, New Jersey, Massachusetts, Virginia, Washington, Maryland, California, Minnesota, and Ohio. Appendices are (1) program contacts, (2) resources, (3) NAGHSR membership list, (4) NASADAD membership list. (JBJ)

ED 398 502   CG 027 270

Tentoni, Stuart C.; Storm, Heidi A.
Suicide Postvention Model for Public Schools: Expanding the Role of School Psychology.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Student School Relationship
IDENTIFIERS- Drug Free Schools; *National Education Goals 1990

The "Safe Schools, Safe Students" conference brought together leading researchers and practitioners in order to share knowledge about innovative safety strategies being used in America's schools. The papers here represent the thinking of scientific experts and school-based pupil service providers who are implementing programs to prevent and intervene in issues pertaining to school violence, drug and alcohol use, and discipline. The conference itself was an interorganizational effort designed to highlight the roles of pupil services personnel in addressing one of the National Educational Goals. The proceedings are presented in three parts: (1) Keynote Speakers; (2) Plenary Sessions; and (3) Concurrent Sessions. The three papers in the first section offer an overview of the problem and outline some of the goals for schools. The Plenary Sessions' papers discuss programs and advance specific goals and reforms for making schools safe. The third and largest section features 26 papers on programs and strategies. Many of the articles examine conflict resolution, social skills, the role of families, community practices, ethnic and racial concerns, discipline, suicide, and the influence of drugs and alcohol on school violence. At least 14 model programs are outlined in this section, covering topics ranging from dance therapy to behavior intervention. Appended is information on using and contributing to the ERIC database. (RJM)

ED 398 522 CG 027 327

Youth with Runaway, Throwaway, and Homeless Experiences...Prevalence, Drug Use, and Other At-Risk Behaviors. A FYSB Research Summary.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- Oct 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Antisocial Behavior; At Risk Persons; Children; *Child Welfare; Drug Use; Elementary Secondary Education; Family Environment; *High Risk Students; *Homeless People; Problem Children; *Runaways; Youth Problems
IDENTIFIERS- *Throwaway Children

Professionals who work with runaway, throwaway, and homeless youth have long known that many of these young people leave home to escape abusive and/or destructive family situations. This update presents the findings of a national study on such children. Results of the study, "Youth with Runaway, Throwaway, and Homeless Experiences: Prevalence, Drug Use, and Other At-Risk Behaviors," suggest that many so-called "runaways" are misnamed. More than half of the youth in street shelters or on the street reported that and adult caretaker either told them to leave or knew they were leaving and did not care. Researchers examined youth in shelters, street youth, youth placement in institutional settings, and youth in households. Data suggest that familial substance abuse, poverty, suicide, and difficulty meeting basic needs afflicted most of these young people. Other problems included victimization, delinquency, and unprotected sexual activity. Although these youth need help making a successful transition to adulthood, many of them do not have access to, or are not utilizing, such assistance, with the exception of health care services. Some of the recommendations made here include educating the public, achievement. The targeted population consisted of first- and second-grade students in three schools serving two suburban communities, located near a large midwestern city. School enrollment figures were 350, 399, and 669 students. Student, parent, and teacher surveys, teacher observation, and samples of student work documented the problems of curriculum and assessment. The number of responses varied among schools. Analysis of probable cause data revealed students have little or no involvement in curriculum choices and were unfamiliar with methods for self-assessing. According to teachers, traditional methods of teaching were in contrast with methods of instruction that benefit the growth and development of students. Furthermore, traditional evaluation methods assumed that the learning process could be reduced to clear-cut goals and outcomes. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of two major categories of intervention: (1) establishing a child-centered curriculum; and (2) implementing authentic assessment methods. Post-intervention data indicated that performance assessments did improve the teaching of reading and writing. A child-centered curriculum motivated students to learn, and they became more engaged in project-based tasks as demonstrated through metacognitive strategies throughout this intervention. (Contains 18 figures of data and 25 references. Various samples of blank forms and result tabulations, labelled A-Z and AA-CC, are appended.) (Author/CR)

ED 398 542 CS 012 559

Anderson, Joy R.; And Others
Structuring the Reading and Writing Process To Improve Student Success.
PUB DATE- 30 Apr 96
NOTE- 77p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Portfolio Assessment; *Portfolios (Background Materials); Primary Education; *Reading Improvement; *Reading Instruction; Reading Processes; Reading Research; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Illinois (North)

This paper describes a study that evaluated a program in which students' reading and writing skills improved with the enhancement of various interventions related to reading and writing. The targeted population consisted of elementary students enrolled in first and third grades in northern Illinois. The lack of reading and writing success was identified through previous testing scores, teacher observations, and student work. Skills, confidence, hesitancy in spelling words, and availability of materials in students' home environments contributed to the problem. Additional causes included time spent watching television and playing electronic games, as well as lack of parent valuing of literacy. Further review indicated that reading and writing were taught in isolation within the curricula. A review of solution strategies combined with an analysis of the problem setting resulted in a comprehensive plan (including writing assessment, portfolios, and checklists for reading and writing) that increased the quality and quantity of reading and writing instruction. Post intervention data indicated an improvement in reading and

ED 398 562 CS 012 580

More Teens' Favorite Books: Young Adults' Choices 1993-1995.
PUB DATE- 96
NOTE- 79p.; For 1987-1992 edition, see ED 351 667.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Adolescents; Athletics; Biographies; Ecology; Family Life; Fantasy; Health; History; *Reading Interests; *Reading Material Selection; *Recreational Reading; Science Fiction; Secondary Education
IDENTIFIERS- International Reading Association

Making the job of encouraging adolescents to read for pleasure less of a challenge, this book presents an annotated list of 95 books chosen by adolescents themselves as part of an annual program sponsored by the International Reading Association. Entries in the book are grouped by type or genre of publication to make books of a particular interest easy to find. Both fiction and nonfiction books can be found in the categories of history, health, sports, mystery and crime, family life, adventure, and personal growth. Romance and friendship, science fiction, and fantasy and the supernatural round out the fiction books; the nonfiction books include biographies and nature and ecology. A supplemental section of the book presents adaptations of previously published articles that focus on motivating teens to read for pleasure and enjoyment: "The Reader's Bill of Rights" (Daniel Pennac); "A 'Fiver' for a Book" (Bobbi Swiderek); "Free Choice Reading? Are You Kidding?" (Mary Jo Sherman); and "Encouraging the Lifetime Reading Habit" (Joseph Sanacore). (RS)

ED 398 563 CS 012 581

Diamantes, Thomas
What Do Principals Think about Their Reading Programs?
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Education; Elementary School Curriculum; *Principals; Program Evaluation; Questionnaires; Reading Attitudes; Reading Comprehension; *Reading Instruction; *Reading Programs
IDENTIFIERS- Administrator Surveys

A study examined how knowledgeable school administrators are about reading programs in their schools and if they are "doing what they are supposed to be doing." Subjects were administrators of 20 elementary schools who completed a 10-page questionnaire entitled "Reading Survey for Administrators." Results indicated that all administrators do not share the same definition of reading and/or perception of the importance of reading in the overall curriculum. Most think of it as a combination of reading, writing, and thinking--with teachers and central office personnel establishing goals. Findings revealed that administrators differed in their perception of which aspects of reading are most important. Many felt that comprehension was most important while others chose decoding or phonics. Distrust of basal texts was apparent, since most felt supplemental reading texts were necessary for effective reading programs. Comprehension levels seemed to be the target in

*Interpersonal Relationship; Interviews; Power Structure; *Questioning Techniques; Student Needs; *Teacher Student Relationship; *Tutoring; *Tutors; Writing (Composition); Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Dialogic Communication; Expert Novice Paradigm; Tutor Role

Writing centers are one place where expert-novice interactions are likely to occur. Students often assume that tutors possess expertise by virtue of their appointment as tutors. The tutor, for his/her part, often assumes that the student's knowledge is deficient in the area in which the student is seeking advice. The complex interactional and linguistic demands on the participants of tutoring sessions are interesting in that usually both parties agree to coordinate their talk, but frequently, this coordination fails. The tutor-student interaction can be focused on the effect of questions. Questions play an important role in interactions where an asymmetry of knowledge exists and the conversants agree, at least initially, to try to reduce this asymmetry. Questions are one such speech choice that reveals power relationships. The teaching sequences present in most tutoring sessions replace the normal egalitarian style of dialogue with a hierarchical one. Using J. J. Gumperz and N. Berenz's (1993) method of conversational transcription, the role questions play in indexing expert and novice roles was analyzed. The student (a female graduate student) had expertise in an area she was discussing with the tutor (also a female graduate student). The women, however, assumed positions that conventions expect of them, and as a result, the student did not get what she wanted out of the meeting and the tutor become frustrated. It is recommended that future research should focus on describing and categorizing the ways novice students subvert the expert-novice frame of tutor-student interactions. (Contains 12 references.) (TB)

ED 398 581 CS 215 425

Trent, Mary Alice
Beyond the Comfort Zone: Collaborative Learning and the National Writing Project of Louisiana.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Group Dynamics; Higher Education; Learning Processes; Peer Groups; Social Development; *Student Centered Curriculum; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Models; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Louisiana; *National Writing Project; Outstanding Teachers

Human beings are in a constant ebb and flow; transcending boundaries at work and play, they learn, pray, and exist in an interdependent society. Given this reality, many practitioners, from kindergarten to college, have devised various methods of collaborative learning to meet the challenges of an increasingly diverse demographic and ethnographic classroom population. To employ collaborative learning strategies were documented through the collection of writing samples, teacher observation, student self-evaluation, and attitudinal surveys. Analysis of the probable causes was supported by the data collected by student and parent surveys. Changing populations, changing educational attitudes, absenteeism, leisure time pursuits, and a lack of instructional time in previous writing experiences all contributed to the problem. A review of solution possibilities suggested by the professional literature resulted in the selection of a writer's workshop model for writing instruction. The model included lessons on writing skills, peer conferencing, free writing opportunities, and the publishing of writing products. Post intervention data indicated an increase in the quality and variety in children's writing. (Contains 29 references and 20 figures of data. Appendixes present writing prompts, survey instruments, record forms, sample reading materials, and the post intervention writing prompt.) (Author/RS)

ED 398 599 CS 215 460

Cobine, Gary R.
The Educational Value of Expressive Writing.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Essays; Free Writing; Higher Education; *Journal Writing; Learning Strategies; Secondary Education; *Teacher Role; *Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills; Writing Strategies
IDENTIFIERS- *Expressive Writing; Personal Writing

This paper discusses expressive writing, which can be defined as writing in a conversational and personal way. The paper explains that, in this expressive mode, writers are allowed the freedom to mull over ideas and to highlight certain ideas, even as they write, making it a vehicle for learning. The paper presents discussion on the time (i.e., the age of the student) to teach expressive writing, which is suggested as concurrent with other writing instruction, and on the correlation of expressive writing activities with various stages of the writing process. The paper provides a chart of (1) the stages of the writer's creative process; (2) the natural activity during the process; (3) the expressive writing activity to be used as a stimulus; and (4) the teacher's role in the activity. The paper outlines a 4-part journal writing activity which includes: assignment, selection, revision, and scrutiny and explains that freewriting, cubing, and clustering can also be used as additional stimuli during this process. (Contains 10 references.) (CR)

ED 398 600 CS 215 462

Strube, Penny
Getting the Most from Literature Groups. Grades 3-6.
PUB DATE- 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; *Academic Standards; *Incentives; Mathematics Achievement; *Performance; *School Organization; School Statistics; Science Curriculum; Secondary Education; Secondary School Science; Tables (Data); Teacher Certification; Teacher Salaries

Despite similar cultural roots and standards of living, the secondary education systems of France, the Netherlands, England, Scotland, and the United States produce remarkably different levels of achievement in mathematics and science. An examination of achievement at a given age shows that the French and Dutch have learned the most, Americans the least, and British somewhere in between. Section 2 examines the proximate causes of achievement differentials among the French, Dutch, British, and American secondary students. It concludes that the achievement differences are caused by differences in the quality of teacher inputs and the quality and quantity of student time-and-effort inputs. Section 3 argues that changes in the structure of rewards are as important as changes in the level of rewards. A conclusion is that students, parents, teachers, and administrators in France and the Netherlands have much stronger incentives for academic excellence than do their counterparts in the United States. The French and the Dutch models of secondary education combine in one system many of the most drastic reforms that have been proposed for the United States: (1) externally set, subject-specific achievement exams taken by almost all high school students; (2) parental choice of uppersecondary school and special field of study with money following students; (3) 30 percent higher teacher salaries and rigorous standards for entry into secondary school teaching; (4) high standards for admission to postsecondary education; and (5) mastery learning with strictly enforced sanctions in cases of failure. Four exhibits and 6 tables are included. The appendix describes the structure of the French secondary system. (Contains 70 references.) (LMI)

ED 398 619 EA 027 695

Hernandez, Florence
Students' Opinions of the New Security Measures/Equipment in Their High School.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alarm Systems; *Discipline Policy; Dress Codes; High Schools; *School Safety; *School Security; Security Personnel; Social Control; *Student Attitudes; Student Behavior; *Violence

A challenge for teachers and administrators has been to develop security policies that will effectively reduce violence and improve school climate. This paper describes students' reactions to security measures implemented at a Chicago high school that served a low-socioeconomic-status neighborhood comprised predominantly of African-American and Hispanic populations. The school hired more security guards, enforced a student-uniform policy, and spent $40,000 on communication technology. Data were obtained from a survey of 30 out of the total 1,274 students at the high school. Findings indicate that a majority of the students favored the new security measures and approved of the zero-tolerance policy and the wearing of student identification badges. A significant number of students agreed that additional security personnel had improved security and reduced violence in the halls. However, a large proportion dimension of teacher performance and constructs a theory of teacher motivation. The paper concludes that there is a tendency among teachers to overlook the importance of economic rewards and to overemphasize the importance of intrinsic ones. Some social and normative values affect teachers' attitudes toward economic and psychological rewards. The paper identifies three types of rewards--intrinsic, extrinsic, and means--and offers eight propositions toward a general theory of teacher motivation. Eighteen tables are included. (Contains 149 references.) (LMI)

ED 398 638 EA 027 809

Riordan, Geoffrey P.; da Costa, Jose L.
Self Initiated High School Teacher Collaboration.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Cooperative Planning; *Educational Cooperation; Foreign Countries; High Schools; *Interprofessional Relationship; Organizational Climate; Partnerships in Education; *Professional Development; Team Teaching; *Teamwork
IDENTIFIERS- *Alberta

Teacher collaboration is characterized by joint work; shared responsibilities; and the existence of high levels of trust, respect, and mutuality. This paper presents findings of a study that identified some of the forms and contents of self-initiated collaboration among high school teachers. Data were gathered through interviews with 10 teachers (5 partnerships) in a large city in Alberta, Canada, transcripts of audiotaped discussions between the partners, followup interviews, and a focus-group meeting. The form and content of the collaborative partnerships were determined by a combination of individual and organizational factors. At various times these factors merged to form a nexus that resulted in the formation and later reformations of the collaboration. The degree to which the collaborations were self-initiated varied both within and between the partnerships. The nexus of organizational and individual factors affected the extent to which the individuals felt free to initiate or respond to the opportunities to enter into the partnerships. The activities undertaken in the collaborations served four broad purposes: pedagogical, professional development, micropolitical, and individual support/relationship maintenance. Salient features of all the partnerships included reciprocity of effort, mutuality of outcomes, and sharing of educational resources and materials. The ways in which individual differences were handled was one of the most important determinants of the nature of the evolving partnership. Two tables and two figures are included. (Contains 18 references.) (LMI)

ED 398 639 EA 027 810

Black, Jim; And Others
A Process for Restructuring Service Delivery Models for Inclusion in New York State.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

calculated for special, vocational, and alternative education); and teacher salaries. Although it appears that everyone is receiving more money, each district must now pay the employees' share of teacher retirement, health insurance, and all transportation; and districts might receive only Category 1 funds up to 80 percent of the 95th percentile. (LMI)

ED 398 658 EA 027 992

Best Ideas from America's Blue Ribbon Schools, Volume 1. What Award-Winning Elementary and Middle School Principals Do.
PUB DATE- 94
NOTE- 121p.; For 1995 edition (Volume 2), see EA 027 993.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Change Strategies; Citizenship Education; *Educational Innovation; Elementary Education; Junior High Schools; *Leadership; Middle Schools; Parent Participation; *Principals; Public Relations; School Community Relationship; Staff Development; Technological Advancement; Values Education

Principals from the 1991-1992 Blue Ribbon Schools--those schools selected by the U.S. Department of Education that have demonstrated an unusual ability to create an atmosphere that promotes learning for "everyone"--were asked to share a "best idea" that they had put into practice in their schools. Selected from over 100 submissions, the "best ideas" illustrate new or unique approaches to school issues in the categories of: strengthening curriculum content; educating for citizenship and character; implementing cooperative learning; making the best use of technology; involving parents; encouraging teacher professionalism; building community-school/business-school partnerships; helping students who are at-risk and preventing drop-outs; restructuring efforts and school improvement; and even more "best ideas" (a potpourri of ideas that don't fit any of the categories listed). The foreword was written by the U.S. Secretary of Education, Richard W. Riley and the introduction was written by Samuel G. Sava, Executive Director of the National Association of Elementary School Principals. A list of the 1991-1992 Blue Ribbon Elementary and Middle Schools is included. (AA)

ED 398 659 EA 027 993

Best Ideas from America's Blue Ribbon Schools, Volume 2. What Award-Winning Elementary and Middle School Principals Do.
PUB DATE- 95
NOTE- 157p.; For 1994 edition (Volume 1), see EA 027 992.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Change Strategies; Citizenship Education; *Educational Innovation; Elementary Education; Junior High Schools; *Leadership; Middle Schools; Parent Participation; *Principals; Public Relations; School Community Relationship; Staff Development; Technological Advancement; Values Education

Curriculum.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.; Illinois Univ., Chicago. Great Lakes Disability and Business Technical Assistance Center.
PUB DATE- 95
NOTE- 452p.; Developed by the staff and faculty of Cornell University's Program on Employment and Disability.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *Civil Rights Legislation; Compliance (Legal); Curriculum Guides; Disability Discrimination; Employment; *Federal Legislation; Information Sources; Inservice Education; Instructional Materials; Laws; *Learning Disabilities; *Legal Responsibility; Lesson Plans; *Mental Retardation; Services; Teaching Guides
IDENTIFIERS- *Americans with Disabilities Act 1990

This comprehensive trainer's guide and participant manual are designed to provide a planning process through which training programs on the Americans with Disabilities Act (ADA) and its implications for persons with cognitive disabilities can be developed and delivered in a systematic way. Module 1 of the trainer's guide, "Planning and Coordinating ADA Training: Suggested Guidelines for Implementation at the State and Local Level," includes information to coordinate, custom design, and implement training. It addresses training needs assessment, identification and recruitment of participants, agenda development and recruitment of instructors, calculation of training costs, program and site coordination, packaging of instructional materials, program evaluation, and training delivery. Module 2, "Informational Resources To Enhance Training," contains information on accommodations requirements, a bibliography and list of resources, and a directory of Illinois state resources and federally funded ADA technical assistance. Module 3, "Trainer's Outline and Transparencies," includes extensive training notes and information sheets to be used as transparencies. Module 4, "Participant Manual," provides information on the disability movement; an overview of the ADA; a discussion of "reasonable accommodation" requirements; and a review of components of ADA's Title I, Title II, and Title III. Each module also contains appendices which provide examples of training materials, additional resources, and references. (CR)

ED 398 678 EC 304 970

Brown, Nancy L.; Bhavnagri, Navaz
Effects of an Early Intervention Program on Stress and Teaching Ability of Single Mothers of Young Multiply Impaired Children.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Early Childhood Education; *Early Intervention; *Mother Attitudes; Mothers; *Multiple Disabilities; One Parent Family; Parent Child Relationship;

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Burnout; Cognitive Style; Curriculum Guides; *Disabilities; Elementary Secondary Education; Interpersonal Communication; *Legal Responsibility; Lesson Plans; *Paraprofessional School Personnel; Postsecondary Education; School Aides; Staff Development; *Staff Role; Stress Management; Teacher Aides; Teamwork; *Work Environment

This module is designed to train paraprofessionals who work with individuals who have disabilities. Both the facilitator's edition and the corresponding student's edition are provided. Chapter 1 describes the job roles of paraprofessionals, including characteristics of successful paraprofessionals. Chapter 2 describes the work environment, including information on working with school staff. Chapter 3 focuses on functions and essential elements of teamwork. Chapter 4 investigates the legal responsibilities of paraprofessionals including the laws that protect the rights of individuals with disabilities. Communication strategies and styles are discussed in the fifth chapter. Information on communication with families is also presented. Chapter 6 discusses different learning styles. Chapter 7 addresses stress and burnout on the job. Appendices include a sample individualized education plan, an individualized written rehabilitation program, information on One-Way & Two-Way Communication, and administering and interpreting the Edmund's Learning Style Identification Exercise. The facilitator's edition offers learning activities and information sheets to be used as transparencies. (CR)

ED 398 695 EC 304 987

Slobof, Jenelle; And Others
Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families. Module Two. Facilitator's Edition and Student's Edition. Strategies for Paraprofessionals Who Support Individuals with Disabilities Series.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 265p.; For other modules, see EC 304 986-992.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Awareness; Cultural Context; *Cultural Differences; Cultural Influences; Curriculum Guides; *Disabilities; Elementary Secondary Education; Inclusive Schools; Lesson Plans; *Paraprofessional School Personnel; School Aides; *Staff Development; Staff Role; Teacher Aides
IDENTIFIERS- Diversity (Student)

This module presents information for training paraprofessional school staff on providing cross-cultural support services to individuals with disabilities and their families. Both a facilitator's edition and a student's edition are provided. Chapter 1 offers an introduction to diversity and direct service and includes sections on terminology and cultural competence. Chapter 2 discusses self-identification and ways to learn about other cultures. Chapter 3 provides information on institutional cultural competence, including institutional and media bias. Individual cultural competence is discussed in chapter 4. Chapter 5 looks at similarities and differences between cultures. Using culturally sensitive and inclusive

(8) advocacy; (9) vocational, educational, and career support;

(10) crisis intervention; (11) organizational participation; and (12) documentation. The survey of 32 states examined their training and certification requirements for direct service workers supporting people with developmental disabilities in residential settings and compared the findings with competencies identified in the National Skill Standards for Community Based Human Service Practitioners. Although almost all of the states surveyed did mandate some type of training for residential direct service workers, only nine states had a certification process for direct service workers. A table of the certification and training requirements in the 32 states is provided. Training programs are urged to: require demonstrated competence; verify the type of training; incorporate validated standards; allow workers to demonstrate competency; create a common language; consider unique requirements of individual states; and give college credit. (CR)

ED 398 712 EC 305 005

Malatchi, Anne H.
Together We Can: The Virginia Project for the Integration of Children with Deaf-Blindness. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Disability Identification; Early Childhood Education; Early Intervention; Elementary Secondary Education; *Family Involvement; Family School Relationship; Inclusive Schools; Infants; Inservice Education; Professional Development; Program Development; Program Effectiveness; Program Evaluation; Social Integration; *Technical Assistance
IDENTIFIERS- *Virginia

The project "Together We Can" is described in this final report as a program to provide training and technical assistance to improve the quality of life for infants, toddlers, children, and youth with deaf-blindness in Virginia. The plan for the project included services based on recommended effective practices in the areas of early identification, early intervention, education, transition, vocational services, and related services. The project conducted the following activities: promotion of program awareness and advertisement of service availability; creation of an interagency advisory council; provision of inservice training, technical assistance, and workshops concerning exemplary practices for children with deaf-blindness; promotion of inclusion of children with deaf-blindness in schools and in the community; facilitation of parental involvement in their children's education; development and dissemination of project information; and maintenance of an annual census of Virginia's children with deaf-blindness. The program stressed collaboration of state agencies, family/consumer groups, nonprofits, colleges and universities, and professional organizations. The report discusses project challenges and their resolution, evaluation findings, and the project's impact. Appendices include a list of project milestones and maps of Virginia. (CR)

ED 398 713 EC 305 006

Chinese students in the United States. Subjects were eighth-grade students who had come to the United States 3 to 5 years earlier, all native Mandarian speakers and all enrolled in a public school bilingual program where they had the lowest performance in their class. Data were gathered through classroom observation during one semester, analysis of academic performance, and parent and student interviews. Analysis of the data indicates that (1) English language skills, or lack of them, were a major factor in learning and achievement, and language attitudes were also important in some cases, and (2) close protection of Chinese language, culture, and community and lack of parental involvement in education and support for acculturation prevented students from achieving optimally. It is recommended that use of English as a medium of instruction be gradually increased, and that bilingual students be actively encouraged to participate in classroom and extracurricular activities fostering language learning. (MSE)

ED 398 731 FL 024 033

Remlinger, Kathryn
Production, Resistance, and Opposition: The Linguistic Constitution of Ideology in a University Community.
PUB DATE- 24 Mar 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *College Environment; College Students; Cultural Context; Discourse Analysis; Electronic Mail; *Language Role; Language Usage; Letters (Correspondence); Organizational Climate; Power Structure; Pragmatics; Semantics; *Sex Stereotypes; *Sexuality; *Social Values; *Student Attitudes; Student Organizations
IDENTIFIERS- Writing Samples

A study investigated beliefs, attitudes, and values upper-division college students have about gender and sexuality and how language is a medium by which these ideologies are created, challenged, and maintained. Further, it looks at how these ideologies are interdependent and interrelated, how symbolic systems of the campus interact as students constitute a social ideology of gender and sexuality, and how the campus is a site of cultural reproduction for gender and sexual ideologies. Data are drawn from tapes of talk in classrooms and student organization meetings and written texts such as student essays, electronic mail discussion, posters, graffiti, and articles, ads, and letters to the editor of the student newspaper. Principles of discourse analysis were used to explore how the semantics and pragmatics of language usage reflect and affect participants' notions of gender, sexuality, power, and dominance. Discussion of the data focuses on three ways in which language functions to constitute ideology: production; resistance; and opposition to resistance. Results suggest that there is a correlation between ideological and pragmatic functions of language; gender and sexuality do affect learning and participation in the community; and discourse practices maintain a value system and delineate specific roles and values for members. (Contains 50 references.) (MSE)

ED 398 732 FL 024 034

Barnett, Tami

comparative functional emphasis that incorporates rich

specification of contextual factors from internal cultural perspectives can significantly enhance validity of interpretation. Practical and theoretical applications of an ethnography of communication approach to comparative rhetoric are discussed. Contains 42 references. (Author/MSE)

ED 398 751 FL 024 053

Hardy, Donald E.; Milton, Karen
The Distribution and Function of Relative Clauses in Literature.
PUB DATE- 94
NOTE- 20p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p247-65, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; *Fiction; Grammar; Interpersonal Communication; *Language Patterns; Language Research; Language Usage; *Literary Genres; *Narration; Novels; *Pragmatics; Structural Analysis (Linguistics); United States Literature
IDENTIFIERS- *Relative Clauses

A study of two contemporary American novels, told in first-person narration, explored the distribution and function of relative clauses in literary narrative. For comparative purposes, data from oral conversation, 2 written expository works, 6 other novels, and 20 short oral narratives were also considered. Three types of relative clause are examined: relativizations on direct objects (P-relatives), on subjects of intransitive verbs (S-relatives), and on subjects of transitive verbs (A-relatives). Distributional differences between conversational and literary data, forms and functions of the three relative types, and the influence of genre on distributions are discussed. It is concluded that the discourse/pragmatic function of genre may have as much or more to do with determining the particular distributional frequencies of P-, S-, and A-relatives as the informational status of P, S, and A arguments. S-relatives appear to occur in greater percentages in informal discourse; P-relatives occur in greater percentages in exophoric discourse; and A-relatives occur in greater percentages in third-person narrative discourse, oral or literary, that demands interaction among characters and events on a time line and lacks high concentration of exophoric reference. Contains 22 references. (MSE)

ED 398 752 FL 024 054

Sakakibara, Sonoko
Non-Grammatical Reflexive Binding Phenomena: The Case of Japanese.
PUB DATE- 94
NOTE- 12p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p266-76, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Traits; *Japanese; *Language Patterns; Language Research; Linguistic Theory; *Pragmatics; *Pronouns; Structural Analysis (Linguistics)
IDENTIFIERS- *Binding Theory; *Politeness; Referents (Linguistics); Reflexives

Two non-syntactic phenomena of Japanese reflexive binding by "zibun" ("self") are analyzed with respect to a pragmatic use condition on "zibun," a culture-specific condition, and the Maxim of Politeness (Fukada 1986). The first phenomenon is the

Baldrige criteria as a guideline. These criteria include

leadership, information and analysis, strategic planning, human resource development and management, management of process quality, quality and operational results, and customer focus and satisfaction. The nine participants in the AQC project gathered and synthesized information using interviews, brainstorming, the ownership method, and "ownership-brainstorming-integration." The last was the approach by the administrators for developing an award application or full-scale assessment. Participants also gave their views on the three scoring dimensions used in the Baldrige evaluation: approach, deployment, and results. Findings revealed the existence of several challenges and concepts related to the use of the Baldrige criteria. The challenges identified by participants included integrating the assessment activities into one's normal activities, dealing with decentralization, the potential negative impact of a Baldrige award on the environment of higher education, language problems, and quality by design. The major concepts identified included an appreciation for holistic thinking, a "systems" perspective, the importance of campus control over higher education, a methodology for learning, and motivational uses of the Baldrige award. (CK)

ED 398 772 HE 029 199

Brigham, Steven, Ed.; Carusone, Deborah DeMarche, Ed.
Roadmap to Resources. Sources and Tools for CQI Implementation.
PUB DATE- 96
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Recordings; *Awards; *Change Agents; Computer Software; Conferences; Educational Quality; Higher Education; *Information Dissemination; Professional Associations; Program Development; *Program Guides; *Quality Control; *Reading Materials; Total Quality Management; Videotape Recordings
IDENTIFIERS- *Continuous Quality Improvement; Malcolm Baldrige National Quality Award

This book, based on the experiences of institutions of higher education, lists print, nonprint, and organizational resources to assist colleges and universities involved in Continuous Quality Improvement (CQI) efforts. The book has 12 sections which provide: (1) an annotated list of campus documents from nearly 100 college campuses putting CQI into practice; (2) a list of books, articles, reports, and papers on CQI; (3) a list of associations concerned with CQI; (4) a list of audio cassettes from four conferences on CQI; (5) a description of 14 campuses with centers offering training in total quality management and/or CQI; (6) a listing of conferences focused on quality in higher education; (7) a listing of CQI sources on the Internet; (8) descriptions of nearly 40 journals, newsletters, and magazines focused on CQI; (9) information on the Malcolm Baldrige National Quality Award program and 20 similar state quality awards; (10) a list of 20 software programs useful for CQI-related activities; (11) a description of over 25 articles featuring the use of CQI tools; and (12) a list of companies that distribute and/or produce CQI and organizational change videos. The appendix lists presentations their working years and that, when they retire, their choice of a retirement income option will determine the level of their life-income benefits. The article points out that income choices at retirement should be based on three basic tests that determine (1) whether the retirement income will last as long as it is needed, (2) whether it will provide for a survivor in case the retiree dies first, and (3) whether it will be adequate in amount. The available options are listed as the one- and two-life annuity options with and without guaranteed periods; and, for the two-life option, with and without survivor benefits. Other considerations include option selections by size of accumulation, age at retirement, minimum distribution option, the interest payment retirement option, transfer payout annuities, and other factors. (CK)

ED 398 790 HE 029 387

Heller, Michael; King Francis P.
Replacement Ratio Projections in Defined Contribution Retirement Plans: Time, Salary Growth, Investment Return, and Real Income.
PUB DATE- Sep 94
NOTE- 8p.; A publication of External Affairs--Corporate Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Economic Factors; *Fringe Benefits; Higher Education; Inflation (Economics); *Investment; Long Range Planning; *Money Management; Mortality Rate; Operating Expenses; Tables (Data); Teacher Employment Benefits; *Teacher Retirement; *Teacher Salaries
IDENTIFIERS- *Annuities; *Pension Plans

This paper describes a method of projecting inflation-adjusted (real) retirement benefit replacement ratios for defined contribution retirement plans such as TIAA-CREF (Teachers Insurance and Annuity Association--College Retirement Equities Fund). The illustrated ratios are comparable to the ratios in defined benefit plans that result automatically from the defined benefit formula. The article points out that real defined-contribution replacement percentages take into account the plan contribution rate, salary growth rates, and length and rates of investment return over the preretirement period. The article emphasizes that these factors can vary and shows a range of possible ratios, allowing for different assumptions about relative rates of salary growth and investment return over periods of different length. The method automatically results in figures which reflect the inflation factor. Other factors affecting defined contribution plan benefits discussed include the annuity income option selected, applicable annuitant mortality rates, total investment return credited during the annuity income payout period, and expenses associated with the plan's operation. Tables show estimated retirement income replacement percentages and past experience of salary, interest, and investment return rates of growth for TIAA-CREF accounts. The paper concludes that a career replacement goal of approximately two-thirds of salary during the last few years of employment with continuing purchasing power protection after retirement is a desirable goal for a pension plan. (CK)

ED 398 791 HE 029 388

Kempner, Ken, Ed.; Tierney, William G., Ed.
The Social Role of Higher Education. Comparative Perspectives. Garland Studies in Higher Education.

PUB DATE- Mar 95
NOTE- 14p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 960-981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Corporate Education; Definitions; Educational Benefits; Educational Quality; *Education Work Relationship; Human Resources; *Labor Force Development; Models; Organizational Change; *Organizational Development; Strategic Planning; *Training Objectives
IDENTIFIERS- *Learning Organizations

This document contains two papers from a symposium that was moderated by facilitator Peter A. DeLisel at the 1995 conference of the Academy of Human Resource Development. "The Case for Learning" (Karen E. Watkins, Victoria J. Marsick) argues for a broader, more transformative definition of the field of human resource development (HRD), proposes the concept of a learning organization as a unifying vision for the field, and suggests that embracing the vision of a learning organization will give human resource developers an opportunity to help organizations see the way in which learning is intrinsic and essential to the achievement of organizational strategic goals. "Human Resource Development: Performance Is the Key" (Richard A. Swanson) makes the following arguments: the HRD profession has been either lax or indifferent as to its desired outcomes; if it is to qualify as a major business process and/or a value-added activity, HRD must focus on performance and performance improvement; and without a performance orientation, HRD is destined to the status of an optional activity and/or a waste of resources. (MN)

ED 398 356 CE 070 960

Core Directions in HRD.
PUB DATE- Mar 95
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Experiential Learning; Human Resources; *Labor Force Development; Literature Reviews; Management Development; Models; *Research Design; Research Methodology; Vocational Education
IDENTIFIERS- *High Performance Work Organizations; Reflective Practice

These three papers are from a symposium that was facilitated by R. Wayne Pace at the 1995 conference of the Academy of Human Resource Development (HRD). "High Performance Work Systems" (Martha A. Gephart) assesses the state of theory and research on high performance work from a "systems" perspective and identifies challenges for future theory and research. "The New Paradigm of HRD: A Holistic Model" (Holly E. Nordquist) describes the current framework of HRD practice. It also documents a shift that mirrors the change occurring in business and industry, the most significant characteristic of which is the move from competition to cooperation. The literature that supports this assertion is reviewed, and a new model for the practice of HRD is presented. "Designing Action Reflection

NOTE- 21p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Philosophy; *Educational Research; Human Resources; *Labor Force Development; On the Job Training; Outcomes of Education; *Professional Development; *Scholarly Journals; Scholarship; *Writing for Publication
IDENTIFIERS- Adult Education Quarterly; Human Resource Development Quarterly; Performance Improvement Quarterly

These three papers are from a symposium on professional journals that was facilitated by Wim J. Nijhoff at the 1995 Academy of Human Resource Development (HRD) conference. "Advancing the Profession through Journals: The Editor-Author-Profession Partnership" (Gary N. McLean) describes the purpose and operation of the "Human Resource Development Quarterly," which was established in 1990 to provide a medium to foster the development of a community from a multidisciplinary group of HRD professionals. "Advancing the Profession through Journals: The PIQ Perspective" (Boyd Richards, Bill Coscarelli) reviews the experience of the editors of the "Performance Improvement Quarterly" during its first 7 years and focuses on the issues of ensuring the merit and worth of submitted manuscripts and maximizing the journal's influence on an emerging field. "'Adult Education Quarterly': A Forum for Research and Theory in Human Resource Development?" (Sean Courtney, John M. Dirks) positions the "Adult Education Quarterly" within the fields of adult education and human resource development, provides an overview of guidelines for preparing and submitting manuscripts for publication, describes the process used to review manuscripts, provides a profile of submitted manuscripts within a given year, and reflects on the future of research and publications in the field. (KC)

ED 398 375 CE 070 979

Learning Organization in HRD .
PUB DATE- Mar 95
NOTE- 41p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Philosophy; Educational Research; *Feedback; Human Resources; *Labor Force Development; *On the Job Training; *Organizational Development; Outcomes of Education; *Professional Development
IDENTIFIERS- *Job Coaches; *Learning Organizations

These five papers are from a symposium facilitated by Verna J. Willis on the learning organization at the 1995 Academy of Human Resource Development (HRD) conference. "Processes of Organizational Learning: A Framework for Training and Development Policies and Methodologies in a Learning Organization Perspective" (Massimo Tomassini) sketches a conceptual framework of the different processes of organizational learning and provides suggestions for reflection about new training and development policies and methodologies within enterprises in a learning organization perspective.

G. Jang); "Informal Money Management Education: Perceptions of Teens and Parents" (Cathy Faulcon Bowen); "Project-Based Learning for Consumer Voice and Customer Service" (John Kushman): "Perceived Usefulness of Credit and Insolvency Measures among Financial Planners and Educators" (Sue Alexander Greninger and others); "Consumers and Cyberspace: Inequitable Distribution of Information" (Alice Simon); "Welfare Reform and Self-Sufficiency in Wisconsin: Will It Work?" (Karen F. Folk); "Changes in the Child Support Enforcement Environment during the 1980s: Effect on the Educational Attainment of Young Adults" (Pedro M. Hernandez, Andrea H. Beller); "The Roles of Education and Regulation in Protecting Consumers: A Federal Reserve System Case Study of Uninsured Bank Products" (Jeanne M. Hogarth); "Consumer Information Meets the Information Highway: Old Dog--New Tricks?" (Lydia Shevchuk); "Determinants of Fathers as Primary Child Care Providers in Working Families" (David C. Burchfield); and "Parental Marital History and Child Measured Cognitive Development" (Michele L. Ver Ploeg). (KC)

ED 398 392 CE 072 236

Wickwire, Pat Nellor, Ed.
AACE Forum. Solutions. The School-to-Work Opportunities Act.
PUB DATE- Aug 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Awareness; *Career Choice; Career Education; *Education Work Relationship; *Partnerships in Education; *School Business Relationship; *School Community Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

A forum focused on ways to implement the School-to-Work Opportunities Act, which requires work-based learning, school-based learning, and activities which connect the two. Participants described the act as follows: (1) a great step forward and based upon enduring principles, (2) a collaborative career education system supported by industry-education councils, and (3) a kindergarten-through-university continuum. School administration must believe in preparing students for employment. School-to-work efforts must include connections of learning to the world of work. The Act offers a good basis for making a major career choice in the future, but the requirement for selecting a career major no later than grade 11 should be modified and instead specify selecting a career for exploration. The Act requires a comprehensive program of career awareness form elementary school to secondary school to postsecondary education to employment. Flexibility is required of both employers and schools. Other suggestions are as follows: relating all education to the world of work as the logical next step; establishing collaborative relationships among teachers, counselors, and community leaders; schools, businesses, and community agencies working together in partnership; making education the key; and effective leadership nationally and locally to model working with others. (YLB)

ED 398 393 CE 072 238

Gnaedinger, John P.
Careers for Youth. AACE Distinguished Member Series on Career Education.
PUB DATE- 96

Change; Educational Needs; Educational Objectives; *Education Work Relationship; *Futures (of Society); Industrialization; *Labor Force Development; Occupational Clusters; *Role of Education; Social Change; *Technical Education; *Technological Advancement; Work Environment
IDENTIFIERS- *Information Society; Ohio

Tumultuous changes in the world's economic and social orders and technological advances are transforming the world from an industrial society to a knowledge society. The globalization of markets and rise of high-performance companies are altering the workplace dramatically and changing the roles and responsibilities of vocational-technical institutions and educators as they prepare the work force of the 21st century. Historically, emphasis has been directed toward identifying very small units of work (duties/tasks) and then equipping workers with the essential hand skills to perform those duties/tasks repetitively. In the future, however, work will be organized into larger units of production, and workers will be expected to assume greater decision-making responsibilities in planning and performing the work to be done. Skills standards will become increasingly important as a tool for improving work force education. Ohio's vocational education community illustrates the increased emphasis on standards, quality, and lifelong learning necessary to prepare and sustain the work force of the 21st century. Among the essential characteristics of 21st century vocational-technical education and training are the following: career clusters accommodating a wider range of occupations; clearly articulated performance standards that are set by business, industry, and organized labor; varied, embedded, and authentic assessment strategies; problem-centered curriculum; and a worksite learning component. (Contains 11 references.) (MN)

ED 398 410 CE 072 264

Rawlinson, S.; Connor, H.
Developing Responsiveness: College-Employer Interaction. Report 300.
SPONS. AGENCY- Council for Industry and Higher Education (United Kingdom).; Department for Education and Employment, London (England).; Further Education Funding Council, London (England).
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Attitude Change; Case Studies; *Change Strategies; Cooperative Planning; *Educational Cooperation; Employer Attitudes; Foreign Countries; Interaction Process Analysis; National Surveys; *Partnerships in Education; *School Business Relationship; *Success; Teacher Attitudes; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *United Kingdom

Interaction between United Kingdom colleges of further education and employers was examined, and factors promoting and inhibiting successful interaction were identified. The study was based primarily on interviews conducted with 102 college staff, 20 student discussion groups, 75 employers, representatives of 5 training and enterprise councils (TECs), and 10 other individuals involved in coordinating training in a total of 6 geographic regions. Information was also gathered from national workshops and an expert colloquium attended by representatives of key organizations. All the colleges studied were active in developing links with employers and were managing their employees and start coaching them. The following topics are examined in the book's 11 chapters: the failure of today's organizations (lack of organizational focus, adjusting to changing conditions, developing new organizational paradigms); eliminating managerial malpractice (attitudes, skills, behaviors, ingredients for success); four phases of performance coaching (performance coaching in action, standards of excellence in performance coaching); reengineering the human resource development (HRD) process (seven failures of today's HRD philosophy, creating a new HRD philosophy); building employee relationships that enhance commitment (freedom from fear, communication, interaction, acceptance, personal involvement, trust, honesty, self-esteem, personal and professional development, and applying the relationship model); managers as trainers; managers as career coaches; managers as confronters; managers as mentors; developing self-esteem in employees and teams; and strategies and rewards that enhance employee commitment and get results. Contains 14 figures. (MN)

ED 398 428 CE 072 298

Carter, Jaine; Carter, James D.
He Works, She Works: Successful Strategies for Working Couples.
PUB DATE- 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Career Development; *Career Planning; *Dual Career Family; Employed Women; Employer Employee Relationship; Family Life; Family Structure; *Family Work Relationship; Flexible Working Hours; *Job Satisfaction; Job Sharing; Life Satisfaction; *Marital Satisfaction; Marriage; Promotion (Occupational); Work Environment

This book, written jointly by a working professional couple, looks at the reality of two-career marriages and explores strategies to help couples develop optimally in their careers and in their personal lives. The book is organized in three sections. The first section examines the challenges facing working couples--their role expectations and self-images and why they work. In the second section, the book stresses the power of the couple partnership and suggests strategies for negotiating work and life decisions and daily living. Career-managing information is interwoven with marriage- and family-building tips. The final section focuses on workable ways to achieve life goals and enjoy life together while the partners achieve separate career success. Options explored include sequential careers and co-owning businesses. Throughout the book, the authors intersperse anecdotes from their personal experience of lifelong careers and marriage and stories from the 500 two-career couples to whom they sent questionnaires and the 15 working couples whom they interviewed in depth while doing research for the book. The book contains 121 references and 20 resources. (KC)

ED 398 429 CE 072 301

Vocational Education Standards for National Board Certification. Draft.
SPONS. AGENCY- Department of Education, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- May 96
NOTE- 67p.
LANGUAGE- English

ED 398 446 CE 072 359

Sum, Andrew; And Others
From Dreams to Dust: The Deteriorating Labor Market Fortunes of Young Adults. Policy Issues Monograph 96-02.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- Aug 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; Economically Disadvantaged; *Education Work Relationship; Employment Opportunities; *Employment Patterns; Employment Practices; Employment Programs; Ethnic Groups; Federal Programs; High School Graduates; Immigrants; Industrial Structure; Job Training; *Labor Market; Program Effectiveness; Racial Differences; *Salary Wage Differentials; Secondary Education; Sex Differences; Tables (Data); Transitional Programs; Trend Analysis; Unemployment; *Young Adults; *Youth Employment
IDENTIFIERS- Job Training Partnership Act 1982; Summer Training and Education Program

Over the past 2 decades, the inflation-adjusted median weekly earnings of full-time employed males and females decreased by 31% and 13%, respectively, and the deterioration in the real weekly earnings of young adults (ages 18-24) shows no signs of abatement. Male high school dropouts and graduates with no postsecondary schooling experienced the most severe earnings losses. Earnings declines among men with no postsecondary schooling were quite substantial among White, non-Hispanics, and Blacks and Hispanics. The steep decline in young adult earnings, especially among men, appears to be related primarily to labor demand and institutional factors rather than supply-side explanations (except for the rise in the pool of unskilled, immigrant labor). Compared to high school students in the early 1970s, young adults employed in 1993 had completed more years of schooling, were at least as proficient in math and reading, and had more years of potential work experience. However, those educational gains failed to result in the predicted improvement in real earnings. Federal government efforts to address youth labor market problems through programs such as school-to-work and employment and training for disadvantaged youth have produced relatively few positive impacts on participants' postprogram employment earnings. Contains 34 tables/charts and 60 endnotes. (MN)

ED 398 447 CE 072 360

One-Stop Career Center Concept. Employer Questionnaire.
PUB DATE- 23 Feb 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Attitude Measures; Career Education; *Career Information Systems; *Employer Attitudes; *Employment Services; Job Banks; Job Skills; *Labor Force Development; *Occupational Information; Postsecondary Education; Recruitment
IDENTIFIERS- *Career Centers

The purpose of the One-Stop Career Center Concept Employer Questionnaire was to provide a model instrument that could be

Gold). Includes an index. (RJM)

ED 398 465 CG 027 073

Nathanson, Rebecca; Saywitz, Karen
Contextual Influences on Children's Testimony.
PUB DATE- 9 Apr 96
NOTE- 26p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Advocacy; Children; Child Welfare; Cognitive Processes; *Court Litigation; Court Role; *Memory; *Recall (Psychology)
IDENTIFIERS- *Testimony

With mandatory reporting of child abuse, children are becoming involved more frequently in the judicial system, a system that is often unresponsive to the needs and limitations of young children. This investigation explored the effect of courtroom environment on the quality of evidence children offer and the level of system-induced stress that they experience. Eighty-one 8- to-10-year-olds participated in a classroom activity and 2 weeks later were questioned regarding their memory for the activity. The children (44 males, 37 females) were recruited from public elementary schools in a middle to upper middle class suburban area in Southern California. Half were questioned in a courtroom and half were questioned in a small, private room. Memory performance, state anxiety, perceptions of court-related stress, and heart rate patterns were compared across interview conditions. Data suggest that a child's ability to provide complete, accurate testimony may be affected by the psychological and physical setting in which the evidence is elicited. Impaired free recall and more reactive heart rate patterns, indicative of a stress response, were associated in the courtroom setting in comparison to a small private room. It is suggested that innovative methods for preparing child witnesses and for modifying standard courtroom procedures to provide an opportunity for children to testify to the best of their ability. Contains 25 references and 3 tables. (JBJ)

ED 398 466 CG 027 146

Elias, Maurice J.
On the Road Again, or, Hakuna Matata: How Past Prevention Efforts Can Increase Our Chances of Effectively Preventing Violence.
PUB DATE- Mar 96
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Crime Prevention; Delinquency Prevention; Elementary Secondary Education; Intervention; *Prevention; *Program Development; Program Effectiveness; School Psychologists; School Surveys; Speeches; Substance Abuse; *Violence; *Youth Programs
IDENTIFIERS- New Jersey

There is a great deal of rhetoric concerning the prevention of violence and related problems faced by youth. A conference emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (i.e., conscientiousness) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 484 CG 027 191

McGhee, Marcheta; Satcher, Jamie
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Nebraska.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Nebraska

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agency in Nebraska are the focus of this study. Participants were 31 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 57 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to conduct extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. From the larger national sample, work behaviors appear to be the most important predictors of counselors' job satisfaction, affective commitment, and normative commitment. Nebraska's rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in the larger national sample. Nebraska's public rehabilitation agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 485 CG 027 192

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: New Jersey.
PUB DATE- Apr 95
NOTE- 17p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Bereavement; *Crisis Intervention; Elementary Secondary Education; *Public Education; School Counseling; *School Psychologists; *Suicide
IDENTIFIERS- *Postvention

The adolescent suicide rate in the United States has tripled in the last 25 years. While suicides cause tremendous familial complications, this act also causes significant upheaval in the public school environment. The purpose of this paper is to offer an updated theoretical rationale as to why children and early adolescents are choosing suicide as their only option. A model for suicide postvention is also presented in which the school psychologist would play a prominent role in assessing student needs and assisting students in coping with the aftermath of suicide. It is hypothesized that baby boomer parents, in an effort to correct dysfunctional behaviors from their families of origin, have done two things that could lead to the increased adolescent suicides: (1) they cushioned or protected their child from failing at anything; and (2) they led the child to believe that he or she was "special," which increased the gap between reality and expectations when failure inevitably occurs. The goals of postvention are to help students, faculty, and staff with the grieving process and to prevent further suicides. It is recommended that someone from the crisis team, preferably the school psychologist, be assigned the responsibility to attend the class schedule of the decedent. (JBJ)

ED 398 503 CG 027 271

Tentoni, Stuart C.; Storm, Heidi A.
Mental Health Administration and Psychology: A New Proposed Specialty Area.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Problems; *Administrator Characteristics; Administrator Education; Administrators; *Clinical Psychology; *Degree Requirements; *Doctoral Programs; Health Care Costs; Higher Education; Mental Health; *Psychological Services; Psychology
IDENTIFIERS- Health Care Reform

The advent of managed health care has seen mental health practitioners from non-psychology disciplines become administrators of mental health systems. This tendency has resulted in psychologists having little authoritative input into the administration of mental health services. The purpose of this paper is to explore the possibilities of developing curriculum course work and practica in the area of administration. A primary reason psychologists are either not seeking or obtaining administrative positions is because there is no formal training in administration available to them in most curricula leading to an advanced degree in the professional practice of psychology. It now appears that while psychology and psychiatry were embroiled in turf wars over who should provide what services to clients, social work programs saw the proverbial handwriting on the wall and elected to offer the option of administration to students. Failure to develop administrative psychologists through doctoral clinical psychology programs would serve to continue clinical substance abuse prevention and treatment, outreach and coordination of support services, prenatal care for pregnant teens, and greater access to transitional living program services. Some of the study's strengths and limitations are also discussed. (RJM)

ED 398 523   CG 027 328

Keeping Youth Drug-Free: A Guide for Parents, Grandparents, Elders, Mentors, and Other Caregivers.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Drug Abuse; *Drug Education; Elementary Secondary Education; Health Education; Intervention; *Parent Materials; *Prevention; *Substance Abuse; Youth Problems

Research indicates that parents, grandparents, elders, foster parents, youth leaders, coaches, and others can play a major role in keeping young people from using alcohol, tobacco, or illicit drugs. This booklet provides caregivers some guidelines in communicating with youth about these potential problems. It is geared to the parents or guardians of 9-to-13 year olds, but the material and exercises can also work for different age groups. The booklet is divided into five sections, based on the five reasons that young people give for using marijuana, alcohol, and tobacco (the most commonly used substances): (1) to feel grown up; (2) to fit in; (3) to relax and feel better; (4) to take risks; and (5) to satisfy curiosity. Each section provides background on each reason, information on how adults can help, and exercises to share with children. For caretakers who presently use alcohol or who have tried marijuana or other illegal substances, this guide provides information that can help in steering children away from the use of these substances. The suggestions provided here give guiding principles for communicating with youth; caretakers should use their own words when speaking to their children. Other helpful resources that adults can draw upon are listed in the back. (RJM)

ED 398 524   CG 027 329

Heller, Douglas; Sottile, James M., Jr.
Another Look at Student Motivation: A Qualitative Study.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Grade 10; High Schools; *Instruction; *Learning Motivation; Learning Strategies; Self Motivation; Student Attitudes; *Student Motivation; Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; Teaching Models

The more that educators understand about student motivation, the better that teachers can tailor their pedagogy to prepare students for the job market. The purpose of this study was to acquire a more complete understanding of what drives secondary students and how student motivation and development relate to effective teaching. It is hoped that an improved understanding writing success. (Contains 29 references, and 4 tables and 18 figures of data. Appendixes present survey instruments, checklists, and report forms.) (Author/RS)

ED 398 543 CS 012 560

Morrow, Lesley Mandel
Motivating Reading and Writing in Diverse Classrooms: Social and Physical Contexts in a Literature-Based Program. NCTE Research Report No. 28.
PUB DATE- 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; Childrens Literature; *Childrens Writing; *Classroom Environment; Classroom Research; Cooperative Learning; Grade 2; Multicultural Education; Primary Education; *Reading Instruction; *Reading Motivation; *Writing Instruction
IDENTIFIERS- *Writing Motivation

An 8-month study tracked 166 second graders of various ethnic backgrounds in an urban setting while they were being motivated to read through a literature-based reading and writing program. The classrooms in which the research was conducted used basal readers and did not have well-designed literacy centers. Collaboration was not an integral part of reading instruction. During the research project, some of these classrooms were converted into "experimental classrooms,"--basal-based reading instruction was supplemented with literature-based instruction, literacy centers were created, and students were given opportunities for collaborative literacy activities. Students were randomly selected for the experimental classrooms; the remaining classrooms were used as controls. On several quantitative measures of comprehension, students in the experimental classrooms performed significantly better than the others. Qualitative data were also collected (interviews, observations) to measure attitudes toward traditional and experimental reading instruction, to determine the types of literacy activities students in experimental rooms participated in, and to identify the interactive behaviors that motivate reading and writing. Findings suggest that a good case can be made for the inclusion of literature and collaborative activities in reading instruction and that a balanced approach to reading instruction is superior to one based solely on the use of basal readers. (Contains 6 tables of data, one figure, and 143 references; appendixes list storybooks used for testing and children's literature references.) (NKA)

ED 398 544 CS 012 562

Haverty, Lisa; And Others
Improving Elementary School Students' Attitudes toward Voluntary Reading.
PUB DATE- Apr 96
NOTE- 105p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Elementary Education; *Literacy; *Parent Participation; Reading Aloud to Others; *Reading Attitudes; *Reading Motivation; *Student Attitudes; Student Development; *Student Improvement
IDENTIFIERS- Aliteracy; Illinois (Chicago Suburbs)

assessing the teaching of reading. When evaluating reading programs, the administrators report concentrating on observing the teacher, class activities, materials being used, and finally, the behavior of the students. (CR)

ED 398 564 CS 012 582

Johnson, Judy A.
Reading Recovery: Early Intervention.
PUB DATE- 23 Jul 96
NOTE- 92p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Covariance; Comparative Analysis; *Early Intervention; Grade 1; High Risk Students; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; Reading Skills; Reading Strategies; Vocabulary; Writing (Composition)
IDENTIFIERS- Great Bend School District KS; *Reading Recovery Projects

A study examined a reading recovery program in Great Bend, Kansas. Subjects were 70 first-grade students divided into a treatment group and a control group. In the treatment group, 19 were Caucasian, 6 were Hispanic, and 6 were Vietnamese or Afro-American. In the control group, 31 were Caucasian and 8 were Hispanic. Independent variables were: participation status, gender, ethnicity, and number of sessions. Dependent variables were: writing vocabulary and dictation. Four composite null hypotheses were tested at the .05 level of significance, employing single-factor analysis of covariance. A total of 8 comparisons were made employing a single-factor analysis of covariance. Of the 8 comparisons made, 1 was statistically significant at the .05 level. The statistically significant comparison was for the independent variable participation status and the dependent variable writing vocabulary. Results indicated that the mathematical assumption of homogeneity of regression was met for six of eight comparisons. The assumption was not met for the comparisons gender and writing vocabulary, and the ethnicity and writing vocabulary. Findings suggest that: (1) subjects who participated in the reading recovery program had a statistically higher mean writing vocabulary score than those who did not participate; (2) subjects in both groups had equal achievement in dictation; (3) males and females who participated did equally well; (4) subjects with different ethnicities who participated did equally well; and (5) subjects who participate in reading recovery for varying numbers of sessions do equally well. (Contains 4 tables of data and 82 references; 8 appendixes contain sample letters, lesson plans, and teacher documentation; training overview; documentation; and summary sheets.) (Author/CR)

ED 398 565 CS 012 583

Rasinski, Timothy; Padak, Nancy
Holistic Reading Strategies: Teaching Children Who Find Reading Difficult.
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

successfully, writing teachers must take on the role of facilitators; they must set tasks that place students at the center of the learning process. Using collaborative learning strategies that are in tune with the theories of the "new rhetoricians" (a focus on the creative, constructive intimacy among texts, writers, and readers) in Louisiana, are Patricia A. Ward, a teacher at a magnet secondary school; Elizabeth Mountford, a fourth-grade teacher; Nancy Romero, a high school English teacher; and Bill Chiquelin, an English/language arts middle school teacher. They are selected as examples of "teachers teaching teachers," in keeping with the National Writing Project philosophy. Ward contends that collaborative writing learning strategies are most effective when students and teachers work together. Mountford believes that students read/write more efficiently in pairs. Romero argues that teachers must build a non-threatening community at the beginning of the year if students are to respond freely and honestly to each other's writing. Chiquelin invites his students to comment on his own work in progress. (TB)

ED 398 582　　　　CS 215 426

Crawford, Wayne
Writing the "Self" into History: Creating a Personal Legacy from Family Archives, Genealogical Research and Historical Documents.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Family History; Higher Education; *Personal Narratives; *Self Concept; Teaching Methods; Values; World Wide Web; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Historical Research; *Personal Writing

Students cannot trace all the sources that inform who they are at a given moment, but all of them can explore a wide range of sources that inform their sense of self, clarify their values and their relationships to the world and others in it. Writing about family fits especially well into a sequence in which students narrate a personal experience, describe a hero, interview someone who is "different," compose a source-assisted report, and write an overall evaluation of themselves as writers. Students can do any or all of these things writing about family history. Such exercises remove history from the privileged ranks of scholars; they give students a chance to create a space for the other, to write their families "in" by digging into their pasts and sharing it with present readers who also have a stake in it. A personal family history is offered as well as a world wide web address which focuses on genealogy and composition. Contains 10 references. (TB)

ED 398 583　　　　CS 215 427

Stacey, David
Liberatory Teaching and Radical Stylistics: Gap-Filling, Framing and Inferencing in an Advanced Composition Course.
PUB DATE- Mar 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th,

DESCRIPTORS- *Childrens Literature; Class Activities; Classroom Techniques; Elementary Education; *Group Discussion; Learning Activities; *Literature Appreciation; Reader Response; *Reader Text Relationship; Reading Instruction; *Reading Strategies; Teaching Methods

IDENTIFIERS- *Literature Circles; Trade Books

Intended as a guide for teachers of grades 3-6, this book presents ideas for the use of literature groups in the classroom. In chapter 1, the author talks about her own reading background and her discovery of teaching methods for literature, and presents ideas for forming literature groups. Chapter 2 offers advice on selecting and collecting good books and chapter 3 discusses strategies for choosing books wisely. Chapter 4 gives ideas for establishing the literature group and its first session. Chapter 5 focuses on independent reading and providing time to interact with the text. Chapter 6 explains using literature response logs and chapter 7 provides insight into literature study groups in action. Chapter 8 covers literature extensions and responses in context, including story mapping and other methods. Chapter 9 offers strategies for further interaction with the text and chapter 10 gives suggestions for assessment and evaluation, including sample rubrics and checklists. Chapters include sample forms, methods of approaching establishing and managing the group, and author reflections on experiences pertinent to each chapter. (Appended are 13 blank reproducible forms.) (CR)

ED 398 601 CS 215 463

Grayson, Sandra M.

Transcending the Lamentations of Non-Identification: Approaches to Teaching Students Ways To Write about 19th Century Black Literature.

PUB DATE- Mar 96

NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Literature; Higher Education; *Literature Appreciation; *Nineteenth Century Literature; Student Attitudes; Teaching Methods; *Writing Assignments; *Writing Instruction; Writing Strategies

IDENTIFIERS- *Composition Literature Relationship; Slave Narratives

Most college students are not accustomed to writing about, reading, analyzing, or discussing 19th-century Black literature, especially slave narratives. As many educators try to include more Black literature in their curriculums, there is a growing need to develop successful methods to approach the texts so that students are prepared to write quality papers about Black literature. Some successful techniques for helping students move away from the "lamentations of non-identification" are: (1) remind students, by example, that they do not have to identify with the text to write about it; (2) use a structure moving students from background information about the text to an analysis of writing about the work; (3) incorporate multidimensional techniques to the study of the literature, such as using music; (4) use an interdisciplinary approach to texts; and (5) use a structure of modules for believed that school uniforms did not deter gang violence. One table is included. (Contains 12 references.) (LMI)

ED 398 620 EA 027 770

The Charter Movement: Education Reform School by School.
PUB DATE- Mar 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; Educational Innovation; Educational Legislation; Elementary Secondary Education; *Government School Relationship; *Institutional Autonomy; Nontraditional Education; *School Choice; School Organization; *School Restructuring; State Action
IDENTIFIERS- *California

This report contains findings of a study conducted by the Little Hoover Commission, which investigated ways to support and expand opportunities for charter schools in California. Over 100 charter schools were in operation in California as of March 1996. Data were based on visits to 26 charter schools in the state. The report concludes that: (1) The statutory cap on charter-school expansion limits creative energy and student access; (2) the lines of authority between charter schools, districts, and the California State Department of Education are ambiguous; (3) the charter-school formation process limits flexibility and reduces opportunities for innovation; and (4) many of the systemic funding problems that adversely affect all schools affect the ability of charter schools to be innovative and flexible. Recommendations are made to eliminate the 100-school cap; fund charter schools directly from the state; recognize charter schools as separate legal governmental entities; create alternative sponsors and alternative petition mechanisms; and clarify the funding base for charter schools. Thirteen sidebars are included. Appendices contain lists of members of the Little Hoover Commission advisory committee, of witnesses appearing at hearings, and of schools visited, and the text of California charter-school law. (Contains 97 endnotes.) (LMI)

ED 398 621 EA 027 773

New York's K-12 Public Education in the 21st Century: A Framework for Action. Proceedings of the "Vision 21" Education Symposium (Saratoga Springs, New York, January 12-14, 1994). Preliminary Report.
PUB DATE- Dec 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Assessment; Educational Change; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Needs Assessment; *Public Education; *Statewide Planning; Workshops
IDENTIFIERS- *New York

This preliminary report contains the proceedings of a statewide symposium held January 12-14, 1994, in Saratoga Springs, New

PUB DATE- Dec 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Delivery Systems; Educational Cooperation; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; School Restructuring; *Special Education; Special Needs Students; Student Placement; Teaching Load
IDENTIFIERS- *New York

This paper describes a process for restructuring service-delivery models for inclusion in New York State schools. The process is based on several assumptions, some of which include: (1) Home-zone school placement or choice/magnet school options are the preferred placement for special education students; (2) inclusion models must restructure special and general education programs; (3) inclusive service delivery will require systemic restructuring of staffing and resource patterns; (4) restructuring efforts must include coordination and collaboration with other entitlement and discretionary programs; (5) restructuring may require flexible interpretations to address the intent of current fiscal and regulatory mechanisms; (6) restructuring will entail new roles and relationships; (7) plans should be developed by a team of the major stakeholders who will be affected by the change; and (8) special education teachers will have caseloads comprised of heterogeneous students that reflect normalized grade-level assignments. The paper also offers a list of questions for gathering background information and identifies restructuring issues--some of which include working with parents, assigning students, clarifying classroom roles, and developing collaborative-planning activities. The appendix contains sample teacher caseloads and daily schedules for elementary and middle schools. (LMI)

ED 398 640 EA 027 812

Hinitz, Herman J.; Gourley, Marlene Fisher, Ed.
Preparation of School District Budgets with Microcomputer Electronic Spreadsheets.
PUB DATE- Feb 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Budgeting; *Budgets; *Computer Software; Computer Software Selection; Computer Uses in Education; Educational Finance; Elementary Secondary Education; Microcomputers; Programming; School Districts; *Spreadsheets

School districts prepare annual budgets in order to have adequate funding available for their operations. Today's budgets require flexibility and adaptability as school-district finances and governmental regulations and guidelines change. This article discusses several types of budgets and budget preparation that utilize microcomputer technology. The formats include the line-

This book presents suggestions, organized by categories of eduational concerns, that many principals have used to prepare students for the 21st century. Principals of the 1993-94 Blue Ribbon Scools--those schools selected by the U.S. Department of Education as outstanding elementary and middle schools--were asked to share a "best idea" that they and their teachers had put into classroom practice. The foreword was written by U.S. Secretary of Education Richard W Riley and the introduction was written by Samuel G. Sava, Executive Director of the National Association of Elementary School Principals. The book provides suggestions and tips on the following topics: preparing children for school, increasing student achievement, fostering citizenship and character, creating safe and disciplined schools, encouraging lifelong learning, involving parents, marketing your school, creating a community of learning, coordinating effective staff development, making the best use of technology, and even more "best ideas." A list of the 1993-94 Blue Ribbon Elementary and Middle Schools is included. (LMI)

ED 398 660 EC 304 264

Woodrick, William E.; Wolfe, Vicki L., Ed.
The PEC (Postsecondary Education Consortium) Salutes Success.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Career Planning; College Bound Students; College Students; *Education Work Relationship; *Hearing Impairments; *Occupational Information; Postsecondary Education; *Profiles; *Role Models; Success; Vocational Interests

This booklet offers profiles of 55 successful individuals who are deaf or hard of hearing. The profiles identify how long the person has had a hearing impairment and the cause, their educational background, and the field in which they are employed. The profiles describe successful role models and are designed to help in career exploration for students with hearing impairments in school, rehabilitation, and community settings. The profiles can also be incorporated into the reading curriculum and can lead to group discussions concerning college and career options for young people who are deaf and hard of hearing. An introduction to the profiles suggests that students who have a clearly defined career goal are more likely to complete postsecondary education, and advises students to select a postsecondary institution which provides support services and special accommodations. (SW)

ED 398 661 EC 304 953

Cashion, Marie; Sullenger, Karen
What It Means To Be Gifted: Changing Beliefs, Changing Practice.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Parent Education; *Parenting Skills; Parent Participation; *Parents as Teachers; Program Effectiveness; Self Evaluation (Individuals); *Stress Variables; Young Children
IDENTIFIERS- Parent as a Teacher Inventory; Parenting Stress Index

This study examined effects of participation by single mothers (n=23) of young children with multiple disabilities in an early intervention program. It evaluated the mothers' perceived stress in child rearing, perceived ability to teach their children, and any correlation between parental stress and teaching capability. The mothers in the program and a comparable control group were given the Parenting Stress Index/Short Form and the Parent As A Teacher Inventory. The study found that the mothers who participated in the early intervention program perceived less stress in parenting than those who did not participate and displayed a more positive attitude toward teaching their children. Additionally, an inverse relationship between stress and teaching ability was found. (Contains 25 references. (Author/CR)

ED 398 679 EC 304 971

Swan, William W., Ed.; Brown, Carvin L., Ed.
Research Studies in the Georgia Psychoeducational Program Network, 1985.
PUB DATE- 85
NOTE- 29p.; Published annually. For other reports in this series, see EC 304 972-976.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; Intervention; Longitudinal Studies; *Outcomes of Education; Preschool Education; Program Effectiveness; *Psychoeducational Methods; Student Placement
IDENTIFIERS- Georgia; *Georgia Psychoeducational Network

This report contains an overview of the General Psychoeducational Program Network and four research papers on the education of students with Serious Emotional Disturbances (SED). The first paper, "Academic Progress of SED students Served in the Georgia Psychoeducational Program Network" (Thomas H. Cope), reports on a study which found significant academic progress by 137 students with SED who participated in the Georgia Psychoeducational Program network. The second paper, "Provisionally Terminated SED Students in Georgia--Where Are They?" (William W. Swan and Robert T. Jacob), found that a relatively high number of the 382 students terminated from the program were placed in regular education. The third paper, "Longitudinal Follow-Up of Students Three to Five Years after Termination from Programs in the Georgia Psychoeducational Program Network" (N. Wayne Moffett and Georgia Moore), found that, of 56 students who had been terminated from SED services for 3 to 5 years, none had been placed in custody or placed in institutions. The final paper, "Update on Research in Progress" (Phillip H. Pickens and Patricia O. Higgins), briefly summarizes progress on additional research projects. (Each paper contains references.) (CR)

ED 398 680 EC 304 972

Swan, William W., Ed.; Brown, Carvin L., Ed.
Research Studies in the Georgia Psychoeducational Network (GPN)

language is reviewed in chapter 6. Chapter 7 gives tips on being a culturally competent paraprofessional. Chapter 8 reviews previous information. The facilitator's edition offers learning activities and information sheets to be used as transparencies. A glossary of terms and a resource list of videotapes, books, journal articles, newsletters, and other publications are appended. (Contains 17 references.) (CR)

ED 398 696 EC 304 988

Ness, Jean E., Comp.
Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities. Module Three. Facilitator's Edition and Student's Edition. Strategies for Paraprofessionals Who Support Individuals with Disabilities Series.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 387p.; For other modules, see EC 304 986-992.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advocacy; Assertiveness; Curriculum Guides; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Friendship; Inservice Education; *Interpersonal Competence; Laws; Lesson Plans; *Paraprofessional School Personnel; Postsecondary Education; School Aides; Self Determination; *Socialization; *Staff Development; Staff Role; Student Empowerment; Teacher Aides
IDENTIFIERS- *Self Advocacy

The third in a series of federally supported modules for training paraprofessional school personnel who work with students with disabilities, this module focuses on training self-advocacy skills, facilitating friendships, and developing socialization skills for individuals with disabilities. Both a facilitator's edition and a student's edition are provided. Chapter 1 provides an introduction to self-advocacy. Chapter 2 focuses on promoting self-advocacy and the art of negotiation. Chapter 3 discusses the characteristics of a skillful self-advocate. The rights of people with disabilities and applicable federal legislation are discussed in Chapter 4. Chapter 5 provides information on promoting self-advocacy in individuals with disabilities. Chapter 6 discusses facilitating friendships and socialization skills. Issues in developing friendships for individuals with disabilities are reviewed in Chapter 7. Chapters 8 and 9 discuss the development of social networks and ways to facilitate friendships. Planning for the future is covered in Chapter 10. Fourteen appendices are attached, including fact sheets on federal legislation, a conversation start-up kit, and articles on self-advocacy. The facilitator's edition offers learning activities and information sheets to be used as transparencies. (Contains 24 references.) (CR)

ED 398 697 EC 304 989

Hewitt, Amy; Langenfeld, Karen
Positive Behavior Strategies for Paraprofessionals. Module Four.

Standards-Based School Reform and Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Disabilities; *Educational Assessment; *Educational Change; Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal State Relationship; Regular and Special Education Relationship; School Restructuring; *State Standards; Student Evaluation

This research brief examines trends at the federal and state levels in educational reform and implications for reform for students with disabilities. After briefly reviewing the historical background of standards-based school reform, the brief stresses the importance of a three-pronged reform strategy, involving: (1) a unifying vision and goals, (2) a coherent system of state policy guidance, and (3) a restructured governance system. It then discusses state standards-based reform links with federal and national efforts and federal legislation such as the "Goals 2000: Educate America Act," the "Improving America's Schools Act of 1994," and the "School-to-Work Opportunities Act." It reports on a survey of 18 states in terms of: the nature of state standards, the standards development process, policies that embody state standards, the use of content standards and curriculum frameworks across the states, and the inclusion of students with disabilities in standards-based reform. The paper finds that special education has not played a major role in the development of either state content standards or specific curriculum frameworks and urges special educators to participate on committees that develop content standards/curriculum frameworks. States are urged to uniformly define who "all students" are in their standards policies. (DB)

ED 398 714 EC 305 007

Leavell, C. A.; And Others
Central Auditory Processing and Attention in Children with Learning/Behavior Problems.
PUB DATE- 9 Aug 96
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Canada, August 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Span; *Auditory Perception; Cognitive Processes; *Disability Identification; Elementary Secondary Education; Intelligence Quotient; Measures (Individuals); Neuropsychology; *Perception Tests; *Perceptual Impairments; Screening Tests; Student Evaluation; *Test Validity
IDENTIFIERS- *Central Auditory Processing Disorders

This study investigated the utility of central auditory processing disorder (CAPD) assessments in 70 children being evaluated for learning and attention problems, by assessing their relationship to auditory-based neuropsychological tests with varying degrees of attentional, linguistic, and cognitive

Developing a Program for Elementary ESL Students.
PUB DATE- 21 Jun 96
NOTE- 52p.; Master's Seminar Paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Bilingual Education; Case Studies; Elementary Education; *English (Second Language); *Limited English Speaking; *Migrant Children; *Native Language Instruction; Program Descriptions; Program Design; Program Development; Second Language Programs; *Spanish Speaking

A study investigating the design of elementary school programs for limited-English-speaking children is reported and the resulting recommendations for a program designed for Hispanic migrant children in a Washington school are presented. The three major issues addressed include: the appropriate amount of instruction in native language arts; how to provide an environment conducive to learning English; and applying ideas concerning the ideal learning environment to a particular school setting. Background information was gathered through observation at schools in the surrounding area and in a major metropolitan area with a wide variety of student language backgrounds, to determine the kinds of programs already implemented. Findings at each of these schools are detailed here. Research on effective program design is also reviewed. Recommendations made for the school in question include: implementation of native language instruction in reading for the Hispanic students; preview-review support in content areas; provision of mathematics instruction in the native language at least two times a week; increased family involvement, including a program sending books home regularly, including parents in holiday activity planning, and home visits; and training in English-as-a-Second-Language (ESL) teaching methods so sheltered English can be used in the classroom. Contains 16 references. (MSE)

ED 398 733 FL 024 035

Ghosn, Irma K.
Whole Language EFL with Children's Literature: The Way It Worked in One Kindergarten Class.
PUB DATE- 96
NOTE- 18p.; Based on a presentation at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arabic; Case Studies; *Childrens Literature; Class Activities; Classroom Communication; *English (Second Language); Foreign Countries; Group Activities; Instructional Materials; *Kindergarten; Media Selection; Primary Education; Second Language Instruction; *Story Reading; *Whole Language Approach
IDENTIFIERS- Lebanon; Very Hungry Caterpillar (The)

Experiences with the whole language approach to English-as-a-Foreign-Language (EFL) instruction in a Lebanese kindergarten are described. Children's literature was selected for use in instruction, in part because few appropriate commercially prepared materials were available and in part because it tendency by native speakers of Japanese to avoid referring to an honored person with "zibun" when the honored person's behavior described in the sentence is considered inappropriate. The second is that a sentence with the reflexive pronoun "zibun" can be ambiguous. It is proposed that a pragmatic use condition on the reflexive pronoun "zibun" is that its use is an act that involves a speaker's attributing responsibility to the referent of the reflexive pronoun for action expressed by the predicate of a sentence. Also as a culture specific condition, it is proposed that in Japanese culture, to attribute responsibility to an honored person for an inappropriate act is face-threatening for the honored person. the first phenomenon can be explained by the combination of the use condition, the culture-specific condition, and the Maxim of Politeness. The second phenomenon can be explained by the fact that each speaker holds a different belief about what is, or what is not, "approrpriate" behavior. Contains 13 references. (Author/MSE)

ED 398 753   FL 024 055

Murphy, M. Lynne
A Note on Pragmatic Markedness.
PUB DATE- 94
NOTE- 13p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p277-85, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discourse Analysis; Foreign Countries; *Grammar; *Language Patterns; Language Research; *Linguistic Theory; *Pragmatics; *Semantics; Structural Analysis (Linguistics)
IDENTIFIERS- Discourse Markers; *Markedness

The value of markedness theory in constructing explanatory models of linguistic meaning is questioned, particularly the claim that a single relationship (marked vs. unmarked) accounts for all differences in asymmetrically paired terms. It is argued that because unmarked terms vary greatly in the distributions that identify them as unmarked, patterns of unmarked distribution should be considered on a case-by-case basis to gain insights into the causes of the distinctions between marked and unmarked. With reference to the gradable predicate, it is shown that markedness and unmarkedness follow from facts about the reference and use of these terms. It is proposed that a coherent discussion of asymmetrical distribution patterns will not be possible until the misunderstood categories, "marked and unmarked," are abandoned and better means of explanation are defined. Contains 14 references. (MSE)

ED 398 754   FL 024 056

Whyte, Shona
Acquisition in Context: The Discourse Domain Hypothesis of Interlanguage Variation.
PUB DATE- 94
NOTE- 28p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p289-315, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Discourse Analysis; *English (Second Language); Higher Education; Interlanguage; Interviews;

Organizational Change Videos. The appendix lists presentations at the 9th American Association of Higher Education (AAHE) Conference on Assessment in Higher Education and describes two quality initiatives of the AAHE. (CK)

ED 398 773 HE 029 200

Husen, Torsten, Ed.
The Role of the University: A Global Perspective.
PUB DATE- 94
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Change Strategies; *College Instruction; *College Role; Developed Nations; Developing Nations; Distance Education; Educational Attitudes; *Educational Change; *Educational Economics; *Educational Methods; Educational Trends; Equal Education; Foreign Countries; Futures (of Society); Higher Education; Information Technology; International Studies; Political Influences; Politics of Education; Socialism; Trend Analysis; *Universities
IDENTIFIERS- Africa; Asia; Europe (West); Latin America

This collection of 12 essays is drawn from a May 1990 panel meeting in Paris, France in conjunction with a joint United Nations University/United Nations Educational, Scientific, and Cultural Organization project on "The Changing Role of the Universities." Papers are grouped into those on: the general role of the university, regional conceptions of the university, the economics of higher education, and strategies of learning. Essays include: (1) "The Idea of the University: Changing Roles, Current Crisis and Future Challenges" (Torsten Husen); (2) "Evolution of Universities" (Yash Pal); (3) "Universities in the Post-Industrial Society" (Edward W. Ploman); (4) "The Role of the University in Asia in the 21st Century" (Ungku A. Aziz); (5) "Higher Education in Africa" (T. L. Maliyamkono); (6)"Education for All in Latin America in the 21st Century and the Challenges of External Indebtedness" (Fernando Reimers); (7) "The State Socialist Model of Higher Education: An Assessment" (Pal Tamas); (8) "Higher Education in Western Europe" (Wolfgang Mitter); (9) "Economics of Higher Education" (Mark Blaug); (10) "Global Learning" (Edward W. Ploman); (11) "Distance Education" (Jean-Marc Pottiez); and (12) "Using the Media" (Naomi E. Sargant). A discussion by Edward W. Ploman on provides concluding observations about the Paris meeting. (Some papers contain references.) (MSE)

ED 398 774 HE 029 204

Goodman, Allan E.
Diversity in Governance: A Status Report.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *Census Figures; Change Strategies; College Students; Diversity (Institutional); Enrollment Trends; *Equal Education; *Equal Opportunities (Jobs); Federal Government; Federal Programs; *Government

PUB DATE- 96

NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Change Strategies; College Faculty; Comparative Education; *Cultural Influences; Developed Nations; Developing Nations; *Educational Environment; Entrepreneurship; Females; Foreign Countries; Foreign Students; *Global Approach; Higher Education; *Institutional Role; *Role of Education; Sex Role
IDENTIFIERS- Australia; Costa Rica; Finland; Japan; Latin America; Mexico; Thailand

The nine papers in this anthology present cases studies showing how culture influences the social role of higher education in various nations. It examines how environments get defined and how they shape universities , and how knowledge and academic work interact in national contexts. This book focuses on how both developed and developing countries' systems of higher education are affected by their own culture and their place within the larger global context. The nine articles are: (1) "Academic Culture in an International Context" (Ken Kempner and William G. Tierney); (2) "The Academic Profession and the Culture of the Faculty: A Perspective on Latin American Universities" (William G. Tierney); (3) "The Modernistic Traditions of Japanese Higher Education" (Ken Kempner and Misao Makino); (4) "Cultural Influences on Higher Education in Thailand" (Varaporn Bovonsiri, Pornlerd Uampuang, and Gerald Fry); (5) "Modernity on the Periphery: Expansion and Cultural Change in Mexican Public Universities" (Rollin Kent); (6) "Culture and the Role of Women in a Latin American University: The Case of the University of Costa Rica" (Susan B. Twombly); (7) "The Political Economy of Entrepreneurial Culture in Higher Education: Policies toward Foreign Students in Australia and the United States" (Gary Rhoades and Don Smart); (8) "Educational Decentralization in Latin America" (Claudio Figueroa and Marcos Valle); and (9) "Private and Public Intellectuals in Finland" (Jussi Valimaa). (Individual articles contain references.) (CK)

ED 398 792 HE 029 389

A Passport to Enhanced Student Learning, Success, Satisfaction, and Retention. Proceedings of the International Conference on the First-Year Experience (9th, St. Andrews, Scotland, United Kingdom, July 15-19, 1996).
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Cultural Pluralism; Higher Education; *Minority Groups; *School Holding Power; Student Adjustment; Student Attitudes; *Student Development; Teacher Role; Teaching Methods

This document contains abstracts of the 82 concurrent session presentations at a 1996 conference on the experience of college freshmen regarding their academic achievement, attitudes, and re-enrollment for the following year. Each abstract is designed to give a succinct statement of each concurrent session presentation and to provide a name, address, and telephone number of a contact person. The topics covered in these papers

Learning Research: Balancing Research Needs against Real-World Constraints" (Lyle Yorks et al.) explores considerations unique to research on Action Reflection Learning programs in which the role of the researcher bears a similarity to a key purpose of the program itself: reflection from an outsider's perspective. It describes the program studied and the research design, as both intended and actually implemented, and looks at boundary management issues and their implications. (YLB)

ED 398 357   CE 070 961

University Instruction in HRD.
PUB DATE- Mar 95
NOTE- 34p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Continuing Education; *Critical Incidents Method; *Distance Education; Educational Research; *Feedback; Graduate Study; Higher Education; Human Resources; *Labor Force Development; *Management Development; Program Effectiveness; Program Evaluation; *Team Teaching
IDENTIFIERS- Compressed Video

These four papers are from a symposium that was facilitated by Neal Chalofsky at the 1995 conference of the Academy of Human Resource Development (HRD). "Using Critical Incidents in Teaching HRD: A Method for Fostering Critical Reflection and Dialogue" (Hallie Preskill) reports study findings that confirm the value of the activity in its ability to model effective evaluation practice, highlight the importance of sound instructional systems design, and understand one's own learning style. "Using a Real-Time Feedback System in Managerial Education" (David Antonioni) reports the finding of an exploratory study that an immediate feedback system (IFS) added value to the learning experience of 207 managers attending continuing education seminars. "Instructional Use of Compressed Video Distance Teaching: A Responsive Evaluation" (Larry M. Dooley) reports results of a study designed as a responsive evaluation of a network to deliver distance education classes. Faculty support, training, and administrative issues are identified that must be addressed in managing this type of instructional delivery. "Team-Teaching in Graduate Level HRD: Participant's Attitudes and Perceptions" (Tim Hatcher, Barbara Hinton, James Swartz) focuses on a study of a graduate HRD course that used a team-teaching approach. Based on qualitative and quantitative data, the paper reports findings that suggest team teaching supports andragogy, faculty collaboration, and socialization. (YLB)

ED 398 358   CE 070 962

Evaluation in HRD.
PUB DATE- Mar 95
NOTE- 41p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Continuing Education; *Evaluation

"Implementing the Learning Organization: A Case Study" (Laura L. Bierema, David M. Berndish) is a case study of Ford's Electric and Fuel-handling Division. "Coaching the Uncoachables in the Learning Organization" (John Zuber, Roger Miller) examines the potential of coaching as a key process within the learning organization, integrating literature from three areas: the learning organization, on-the-job coaching, and individual behavior change. "Feedback Seeking Behavior: A Review of the Literature from the HRD Perspective" (Svjetlana Madzar) explores theoretical and empirical research on feedback-seeking behavior and the effects of feedback seeking on the individual and the organization. "The Role of Managers as Trainers in the Learning Organization: Implications for HRD" (Andrea Ellinger, Maria Cseh) suggests that the manager-as-trainer approach holds promise to facilitate continuous learning at the individual, team, and organizational level in a competitive global economy, and that new roles for human resource developers will complement this approach. (KC)

ED 398 376 CE 070 980

Cross-Cultural HRD.
PUB DATE- Mar 95
NOTE- [illegible]5p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Cross Cultural Training; Economic Change; Educational Philosophy; Educational Research; Foreign Countries; Human Resources; *Intercultural Communication; *Labor Force Development; *On the Job Training; Organizational Climate; Organizational Development; Outcomes of Education; *Professional Development
IDENTIFIERS- Africa; China; Russia; Singapore; Taiwan

These five papers are from a symposium that was facilitated by David C. Bjorkquist on cross-cultural human resource development (HRD) at the 1995 Academy of Human Resource Development conference. "Developing Managers for Overseas Assignments in the Pacific Rim: A Study of International HRD Issues in Singapore" (A. Ahad M. Osman-Gani, Thian-Ser Toh, Wee-Liang Tan) examines the training provided by companies in Singapore for their operations in the Asia-Pacific region and provides insight into the companies' training curriculum. "Russia and China in Transition: Implications for Human Resource Development (HRD)" (John A. Niemi, Kevin Owens) examines the transition of Russia and China from a centralized economy to a market economy against the background of prior approaches in adult education and training; implications are the incorporation of the special strengths of each culture as opposed to wholesale adoption of Western practices. "Relationships between Organizational Climate and HRD Practices: A Comparative Study of American and Chinese Firms in Taiwan" (Hsin-yi Chen, Oscar G. Mink) examines the differences in organizational climate and HRD practices in U.S. and Chinese firms in Taiwan and explores the relationship between organizational climate and HRD practices. "Decoding Cultural Knowledge: Cross-Cultural Implications for Performance Analysis" (Carol D. Hansen, Elaine I. Metzger) uses Sackman's cultural knowledge frame to organize a review of representative research; comparative differences in work definitions and rules theoretically support variance in how organizational meaning

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; Career Awareness; *Career Education; Career Exploration; *Educational Change; Elementary Secondary Education; Entrepreneurship; Goal Orientation; *Integrated Curriculum; Models; Partnerships in Education; Program Descriptions; *Vocational Education

Four papers by John Gnaedinger focus on the Careers for Youth (CFY) program. "CFY: The Model Program" describes the three phases of development incorporated in CFY: career awareness in grades 6 and 7; career exploration that begins at the end of grade 7; and career preparation that continues through the high school years. The sweat-equity program allows students to apply learned skills by rehabilitating buildings or constructing new ones in the community. "CFY Program Principles" discusses six principles: CFY seeks to serve all students; CFY promotes the integration of academic and vocational education; the clusters around which CFY organizes career education are divisions of the economy; CFY emphasizes volunteerism and partnerships; goals and productivity are part of career education; and career education emphasizes community participation. "The CFY Program: A Different View" offers these perspectives: CFY is for all students; each of CFY's 16 career clusters is representative of an area of human need; volunteers are a crucial element; CFY is a broad-based concept of all education and economic activity; and CFY integrates academic and vocational education. "Categories of Economic Activities Serving Human Needs in the CFY Career Clusters" focuses on unpaid activities that serve human needs: those served by the family, those served by the community; those addressed by traditional economic activity; sweat equity and entrepreneurship; education for life; and community entrepreneurship. (YLB)

ED 398 394 CE 072 242

Integrated and Applied Curricula Discussion Group and Data Base Project. Final Report.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin Technical Coll. System Board, Madison.
PUB DATE- Aug 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Computer Uses in Education; Database Design; *Databases; Educational Resources; *Integrated Curriculum; *Internet; Online Systems; Postsecondary Education; Secondary Education; *Technical Education; Two Year Colleges; *World Wide Web
IDENTIFIERS- University of Wisconsin Stout

A project was conducted to compile integrated and applied curriculum resources, develop databases on the World Wide Web, and encourage networking for high school and technical college educators through an Internet discussion group. Activities conducted during the project include the creation of a web page to guide users to resource banks containing information about integrated and applied curriculum. The first database contains more than 80 resources, including contact people, curriculum kits, and journal articles. The second database describes selected offerings in integrated and applied curriculum resources in the state of Wisconsin, linked by school, and the generally perceived to be improving levels of employer responsiveness. Four main types of employer-college interaction were identified: employer-led education and training; voluntary, work-related activities with students; advisory or planning-based activities to aid individual colleges and employers; and local or regional planning with other organizations. It was recommended that colleges develop indicators of success and minimum quality standards for all types of college-employer interaction and set clear planning priorities for different types of employer-led work based on identified benefits and strengths of the college. (Appended are the following: classification of college-employer interaction with examples; research methodology; successful outcomes and criteria for measuring success; and factors promoting/inhibiting success.) (MN)

ED 398 411 CE 072 265

Connor, H.; And Others
Ethnic Minority Graduates: Differences by Degrees. Report 309.
PUB DATE- 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Comparative Analysis; *Education Work Relationship; *Employment Patterns; Employment Practices; *Ethnic Groups; Foreign Countries; Graduate Surveys; Higher Education; *Minority Groups; *Outcomes of Education; Questionnaires; Racial Discrimination; Salary Wage Differentials; Tables (Data)
IDENTIFIERS- *United Kingdom

The employment outcomes and career progress of ethnic minority members who graduated from four United Kingdom universities in 1993 were compared to those of their white counterparts. A final matched sample of 272 graduates (half were members of ethnic minorities) was achieved by filtering an initial sample of 3,421 graduates. Additional data were collected through follow-up interviews with a sample of 25 ethnic minority respondents and 10 major graduate recruiters. Ethnic minority graduates took longer to secure their first job after graduation. By December 1995, a higher proportion of ethnic minority graduates were in "professional" jobs; however, average salaries for ethnic minorities were slightly lower than for whites. White graduates were consistently more likely to be employed. Two of five ethnic minority graduates reported experiencing some racial discrimination in their present job. Indians reported the highest level of job satisfaction, followed by whites. No evidence of direct discrimination against ethnic minorities by companies in their graduate recruitment and development was found; however, a number of areas in employment policies and practices were identified as likely to put ethnic minority graduates at a disadvantage. (Thirty-six tables/figures and 64 references are included. Appended are additional tables, details regarding the survey design/response, and the questionnaire.) (MN)

ED 398 412 CE 072 269

Villeneuve, Jennifer Curry; Grubb, W. Norton
Indigenous School-to-Work Programs: Lessons from Cincinnati's Co-op Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; Education Work Relationship; Secondary Education; *Standards; *Teacher Certification; *Teacher Competencies; Teacher Qualifications; *Vocational Education; *Vocational Education Teachers

This document examines the 12 draft standards for accomplished vocational education teachers that were developed by the National Board for Professional Teaching Standards, a nonprofit, nonpartisan organization that was founded in 1987 to strengthen the teaching profession and thereby improve learning. The 12 standards pertain to the following objectives/aspects of vocational education: knowledge of students; knowledge of subject matter; learning environment; advancing knowledge of vocational subject matter; workplace readiness; managing and balancing multiple life roles; social development; assessment; reflective practice; collaborative partnerships; contributions to the professional community; and family and community partnerships. The preface and introduction discuss the following: the philosophical context, role of the standards in the certificaton framework, and the importance of standards as a tool for strengthening teaching and thereby preparing adolescents to meet the changing demands of the workplace. After a brief overview, each standard is discussed in detail along with the knowledge, skills, dispositions, and habits of mind that allow vocational educators to practice at a high level. Concluding the document are an epilogue, list of standards committee members, and feedback form. (MN)

ED 398 430 CE 072 302

Thiel, Randall R.
A Guide to Curriculum Planning in Driver and Traffic Safety Education. Bulletin No. 96300.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Curriculum Development; *Driver Education; High Schools; Learning Activities; State Curriculum Guides; Teaching Methods; *Traffic Safety
IDENTIFIERS- *Wisconsin

Developed with the aid of driver and traffic safety educators throughout Wisconsin, this guide provides administrative information, course objectives, topics, content, and student activities for driver education courses. The guide combines the curriculum content from all instructional phases, such as classroom, simulator, multiple-vehicle range, and on-street driving instruction. A variety of instructional methodologies and activities are presented in order to encourage teachers to incorporate a wide range of teaching practices. The guide is organized in five chapters, each containing references. The first chapter provides introductory information about traffic safety education and its implementation in Wisconsin, along with information on using the guide. The second chapter discusses administrative elements of driver education programs. It includes program approval standards, a discussion of various instructional formats, and scheduling considerations. In the third chapter, general beliefs about teaching traffic safety education, an introduction to a variety of instructional strategies, and an extensive list of instructional topics, used or adapted by a governing board that wants to go the extra mile in ensuring a customer-driven, one-stop career center system. The survey was distributed to 5,000 businesses in 19 states that received One-Step Implementation Grants from the U.S. Department of Labor. The quantitative survey was supplemented with a battery of qualitative focus groups research in Dallas and Fort Worth Texas and Washington, D.C. Results were also obtained by local and state systems in Massachusetts, California, and Connecticut. This document contains a fact sheet that explains some broad features being considered for the one-stop career center service menu, the employer questionnaire, and aggregated national data from the questionnaire. Preliminary survey results are reported: few firms were aware of the work force development services listed but also noted that these services would be useful; work force quality was an important concern of many companies surveyed; labor market information that was most useful to employers was local information; for many companies, the services that would be most useful were those that would reduce their "human resource transaction costs"; and an important function for the one-stop centers was information provision. (YLB)

ED 398 448   CE 072 361

Yugar, Yolanda; And Others
Learn and Serve: Evaluation of the Pennsylvania 1995-96 Learn and Serve America Grant Program.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 96
NOTE- 65p.; For the 1994-95 report, see ED 391 952.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; Comparative Analysis; Educational Cooperation; Elementary Secondary Education; Grants; Integrated Curriculum; Outcomes of Education; Program Effectiveness; *Public Service; Records (Forms); School Community Programs; *School Community Relationship; *Service Learning; *State Programs
IDENTIFIERS- *Pennsylvania

The Pennsylvania Department of Education's Learn and Serve America K-12 Grant Program distributes funds from the Corporation for National Service to schools to develop and expand service learning programs throughout Pennsylvania. The 1995-96 grant program is currently funding 101 school-based programs (70 recipients of continuing funds from the previous year, 21 recipients of new full-year minigrants, and 10 half-year grant recipients). The grant program's primary objectives are as follows: foster civic responsibility; enhance the academic curriculum; and promote students' personal growth by using the service learning model of preparation, service, reflection, and celebration. In an evaluation of the 1995-96 grant programs that included site visits to each grant recipient, most programs appeared to have met the program's objectives. Although many programs integrated meaningful community service into the academic program, others did not. Those programs with integrated projects, strong collaborations, and high levels of student participation were generally the most effective; however, nearly every program had a positive and successful program year. (Appendixes constituting approximately two-thirds of this document contain the following: Year 2 objectives and goals; Corporation for National Service Forms; site visit protocol and program profile; and service learning hours by subgrantee.) (MN) speech, this document advocates that rhetoric must be replaced by an examination of available data and experience with school-based prevention programs. This is especially important in light of a growing emphasis on "Safe Schools" and related violence prevention interventions. Rather than implement short-term, band-aid, cosmetic solutions, long term solutions are needed. Foremost past efforts must be examined and used to inform future school-based work to prevent violence. Based on the School Intervention Implementation Study (SIIS), which involved a survey of every New Jersey school district concerning the implementation of substance abuse prevention and related programs over a five year period, data are presented from front-line providers indicating features that made long-term adoption of programs most likely. Also included are comprehensive recommendations at the school, training, and policy levels concerning effective, genuine, and durable procedures for prevention of violence and other problem behaviors. Attachments contain: (1) SIIS Survey: Checklist of Program Characteristics; (2) Guidelines for Successful Long-Term Implementation of Interventions; and (3) Genuine Violence Prevention: A Call to Action. (JBJ)

ED 398 467 CG 027 154

Gadow, Kenneth D.; Sprafkin, Joyce
Assessing Comorbidities in Children with ADHD.
PUB DATE- 15 Mar 96
NOTE- 9p.; Paper presented at the National Association of School Psychologists Annual National Convention (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Disorders; Child Welfare; *Diagnostic Tests; Elementary Secondary Education; Evaluation Needs; Evaluation Utilization; *Hyperactivity; *Learning Disabilities; Learning Problems; *Psychological Evaluation

Children with attention deficit hyperactivity disorder (ADHD) who are referred for clinical evaluation commonly meet diagnostic criteria for other behavioral or emotional disorders or poor academic performance. Occasionally, the symptoms of two disorders are very similar, and the clinician must determine which disorder the patient actually has. Because emotional and behavioral disorders generally respond best to certain types of treatment and the presence of multiple problems greatly complicates clinical management, it is very important to accurately determine the type of disability a youngster is experiencing. It can be extremely difficult for parents to obtain comprehensive school, psychological and medical evaluations for their child because they simply do not have the financial resources to do so. Clinicians are also limited in the amount of time they can spend with patients given the costs associated with providing health care. One potential solution to this problem is a screening device for the symptoms of emotional and behavioral disorders that can be used to identify children who may require a more in-depth evaluation. Such a screening device has been developed based on research and clinical experiences evaluating comorbidities in children who were referred to a child psychiatry outpatient service. The Symptom Inventories contain separate instruments for three age groups: ages 3-6, 6-12, and 12-18. A brief overview is given of instruments found useful in screening children for ADHD.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *New Jersey

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agencies in New Jersey are the focus of this study. Participants were 84 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 141 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. The results of this study indicate that conscientiousness is an important predictor of the overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, New Jersey is encouraged to develop ways of rewarding those counselor behaviors (i.e., conscientiousness) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 486 CG 027 193

McGhee, Marcheta; Satcher, Jamie
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: New Mexico (Blind).
PUB DATE- Apr 95
NOTE- 13p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *New Mexico

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation in New Mexico's Blind agency are the focus of this study. Participants were four rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 10 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to conduct extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables psychology's subjugation by other mental health professions in those positions. (JBJ)

ED 398 504 CG 027 275

Schlitt, John S., Ed.; Lear, Julia Graham, Ed.
Medicaid, Managed Care, and School-Based Health Centers: Proceedings of a Meeting with Policy Makers and Providers (Washington, D.C., June 26, 1995).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 26 Jun 95
NOTE- 30p.; Produced by the Making the Grade National Program Office.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Health; Conference Proceedings; Elementary Secondary Education; Financial Needs; *Financial Problems; Financial Support; *Health Facilities; *Health Maintenance Organizations; Public Health
IDENTIFIERS- Medicaid; *School Based Health Clinics

In recent years, increased state interest in school-based health centers has been reflected in greatly expanded financial support for the centers. However, with no apparent new sources of support for continued expansion of the centers and increased competition among community providers for existing pubic health dollars the further of SBHC is uncertain. This document summarizes the proceedings of a meeting between a small group of federal and state health policy makers and representatives from school-based health centers (SBHC) and managed care plans who reviewed experiences in the development of relationships between SBHC and managed care organizations. Participants considered the implications of this experience for public policies. Three perspectives on building relationships between SBHC and managed care organizations are presented: (1) school-based health center perspectives; (2) state perspectives on SBHC; (3) and a managed care perspective. In attempting to reach consensus on a series of issues fundamental to financing school-based health centers, the following topics were discussed: defining SBHC services, developing a uniform standard, funding stability and preserving the mission of SBHC, a conservative culture, challenges ahead, and critical next steps. Contains nine sources and three appendices: (1) participants roster; (2) local SBHC profiles; and (3) state SBHC profiles. (JBJ)

ED 398 505 CG 027 278

Dickey, Marilyn
Anxiety Disorders.
PUB DATE- Sep 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anxiety; *Coping; *Emotional Problems; *Mental Health; Posttraumatic Stress Disorder; Psychological Patterns
IDENTIFIERS- National Institute of Mental Health; Obsessive Compulsive Behavior; *Panic Disorder

Anxiey, in general, helps one to cope. It rouses a person to action and gears one up to face a threatening situation. It makes students study harder for exams, and keeps presenters on of what motivates students will prompt teachers to modify their strategies so as to foster self-directed learning in their students. An examination of the literature suggests that educators should decrease the competitive nature of the classroom, pay more attention to developing students' self-esteem, note the importance of making content relevant and learning enjoyable, and that teachers should work to create an environment conducive to learning. Utilizing a qualitative research design, information was gathered through classroom observations, student interviews, and a teacher interview of a 10th-grade, advanced world history course. Specific themes, such as learning, social, friends, and teacher, were examined as they related to increasing student motivation. The study also describes strategies that teachers can implement in order to increase student motivation. Contains 11 references. (RJM)

ED 398 525 CG 027 330

Choca, James P.; Van Denburg, Eric J.
Manual for Clinical Psychology Trainees. Third Edition. Brunner/Mazel Basic Principles into Practice Series, Volume 10.
PUB DATE- 96
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- *Clinical Psychology; Counselors; *Counselor Training; Guidelines; *Instructional Materials; Professional Development; Professional Training; Psychological Services; Psychologists; *Trainees; Training
IDENTIFIERS- *Training Materials

Though directed primarily to graduate psychology students, this revised and expanded edition is intended to assist everyone involved in patient care. The manual attempts to provide practical and easily understandable guidelines which can be used for each step in the provision of psychological services. Instead of documenting every possible approach to every potential issue, the manual embraces a simplistic approach so as to ease the practitioner's path through the complex and multilayered field of counseling. This specific approach allows for the provision of practical methods, thus enabling the newcomer to accomplish a variety of clinical tasks. It is hoped that the limitations inherent in occasionally presenting only one method are balanced by the advantage of giving the neophyte one method that will work. The areas covered include basics of psychological theory, psychopathology, the diagnostic interview, psychological testing, patient management, treatment methods, the clinical record, dispositional decisions, professional issues, supervision in clinical psychology, and research in a practicum setting. Numerous examples of interviews, reports, and records that the practitioner is called upon to conduct or compile are included throughout the text. Extensive tables detail various syndromes, tests, and classes of medication. Contains 160 references, a name index, and a subject index. (RJM)

ED 398 526 CG 027 336

Lee, Annette L.
Self-Esteem of Adolescent Athletes.
PUB DATE- 23 Jul 96
NOTE- 102p.; M.S. Thesis, Emporia State University.

A study examined a program for improving attitudes toward reading. Subjects were 19 kindergarten, 39 first-grade, 17 second-grade, and 29 sixth-grade students in a middle class southwestern suburb of Chicago, Illinois. Reading attitude problems were documented through parent/student surveys and observations. Students' reading was prioritized in their daily lives--students considered reading a low priority that was time consuming and related only to school work. Students lacked effective reading models at home and in the classroom and exhibited a poor awareness to the wide range of literacy materials available to them. Surveys revealed that reading is low on students' priority lists due to competition from other activities such as watching television and playing video games. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: (1) institution of a read-aloud program at school and home; (2) implementation of a literacy awareness program; and (3) increase of free reading time in the classroom. Results indicated from student surveys showed improvement in a positive attitude toward reading. Findings revealed that children actively chose to read when given free choice time in class and, according to students' home reading logs, they actively engaged in reading or reading related activities at least 4-5 times per week, with sixth-graders showing a 27% increase in reading minutes, the highest gain among participants. (Contains 4 tables of data, 23 figures, and 31 references; various forms, labelled A through V, are appended.) (CR)

ED 398 545 CS 012 563

Egan, Catherine L.; And Others
Improving the Reading Skills of At-Risk Students.
PUB DATE- 30 Apr 96
NOTE- 70p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Grade 2; Grade 6; *High Risk Students; *Instructional Improvement; Intermediate Grades; Parent Participation; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Motivation; *Reading Skills; Student Development; *Student Improvement; Writing Assignments
IDENTIFIERS- Paired Reading; Trade Books

A study examined a program for increasing reading ability to reduce the academic failure of identified at-risk students. Subjects were 14 second-grade and 18 sixth-grade students in a middle class suburb, southwest of a large metropolitan area. Evidence for the existence of this problem was gathered from teacher observations, assessments, standardized tests, and surveys. Literature suggested that probable causes for the problem included: socioeconomic factors resulting in a lack of parental attention, inadequate student motivation, and frequent curricular changes that were not supported by staff development. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four areas of intervention: (1) a parental involvement program; (2) integrating trade books and basal readers into the curriculum; (3) development of task group activities incorporating the use of cooperative strategies, partnered reading, and teacher read alouds; and (4) writing extension activities. Results of the

DESCRIPTORS- Classroom Techniques; Elementary Education; *Holistic Approach; Parent Participation; Reading Attitudes; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Strategies; Student Needs; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Reading Fluency

Offering instructional strategies in an informal, easy-to-read, yet scholarly approach, this book presents instructional strategies and activities for children who are having difficulty learning to read. In contrast to other books that offer highly analytic and prescriptive approaches, the activities in the book are arranged around general areas of focus and are meant to nurture and develop proficiencies within that broad area. Chapters in the book are (1) New Perspectives on Helping Students; (2) The Instructional Framework; (3) Developing Positive Attitudes about Reading; (4) Word Recognition; (5) Nurturing Fluent Reading; (6) Building Vocabulary; (7) Comprehension Development with Narrative Text; (8) Comprehension Development with Expository Text; (9) Writing Development; (10) Putting It All Together: Making Reading Programs That Work; (11) Involving Parents in Children's Reading; and (12) Determining Instructional Needs: Observing Readers in Action. Contains 131 references. Appendixes present lists of award-winning books, poetry and rhymes for reading, predictable pattern books, series books, and alphabet, number and other concept books; a list of common word families; examples of maze and cloze activities; a chart of meaningful prefixes, suffixes, and word parts; names and addresses of magazines for children; bookmaking ideas; a sample letter to parents; and names and addresses of 9 professional periodicals. (RS)

ED 398 566 CS 012 586

Rowe, Deborah Wells
The Literate Potentials of Book-Related Dramatic Play.
PUB DATE- Dec 96
NOTE- 56p.; Paper presented at the Annual Meeting of the National Reading Conference (45th, New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Dramatic Play; *Early Experience; Early Reading; *Learning Processes; *Literacy; Naturalistic Observation; Preschool Children; Preschool Education; Reading Comprehension
IDENTIFIERS- *Student Led Activities

A 9-month naturalistic study of 16 preschoolers' classroom literacy behaviors and a related study of one student's literacy activities at home examined book-related dramatic play as an important part of the children's literacy interactions. Analyses of instances where play was related to the meanings of the books the children had read indicated that each instance of book-related dramatic play could be described in terms of 6 properties: (1) children's purposes for play; (2) the perspective or point of view explored; (3) the type of intertextual ties constructed between books and playscripts; (4) the sign systems used and their relation to book reading events; (5) the kinds of social interaction involved; and (6) the scope of play. Results indicated that the children created direct linkages between their book and play experiences. Further, the data support the hypothesis that book-related

Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Epistemology; Higher Education; *Language Role; Literary Criticism; Phenomenology; *Writing Instruction
IDENTIFIERS- Composition Theory; *Critical Linguistics; *Freire (Paulo); Liberatory Learning; Stylistics

This paper discusses the dynamics of Paulo Freire's "true perception" and the importance of language awareness, and even style, to that "interdependence" which makes possible the perception and transformation of reality. Freire calls for a critical intervention to transform reality, and because this intervention simultaneously incorporates subjective and objective experience, it is necessarily an awareness of language. Several concepts from British critical linguistics, "gap filling" and "inferencing," are helpful in understanding and employing liberatory critical interventions in advanced and regular composition classes. In Freire's "Pedagogy of the Oppressed" (1968), the critical intervention is the activity that brings forth consciousness: a subject is born when its object is changed. Critical linguistics, as Lester Faigley (1992) argues, has been better than most perspectives at facilitating an appreciation of an ambiguous, double sense of agency, an interdependence of actor and acted upon. The first step in a modern tradition of stylistic analysis is the perception of a "dominant feature" in the text. In the critical linguistics classroom, the instructor aims to induce an awareness of style by giving students the purposefully vague direction to "identify 'THE' outstanding feature" in an excerpt of their own choosing. Then, the instructor asks the students to find a gap in the text and write a detailed "ghost chapter" to fill it. Finally, inferencing goes beyond gap filling: it examines the zone of "background intuition" that Freire mentions--it calls on the set of assumptions and expectations framed in common sense. (Contains 17 references.) (TB)

ED 398 584 CS 215 428

Combs, Debra
Transcending the Rhetorical Situation: Ethos and Rachel Speght.
PUB DATE- Mar 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Feminism; *Pamphlets; Religious Factors; *Rhetorical Criticism; *Sex Role; Social History; *Writing for Publication
IDENTIFIERS- Discourse Aims; Patriarchal Societies; *Rhetorical Situation; Seventeenth Century; *Speght (Rachel)

Rachel Speght, a London (England) minister's daughter, was not yet 20 years old when she wrote her first pamphlet. In it and her other works, she attempted to transcend patriarchal discourses that sought to both define her identity and determine the limits of her rhetorical situation. Women's ontological status, as derived from orthodox Renaissance courses, moving students from one theme to another with continuity. (CR)

ED 398 602 CS 215 464

de Glopper, Kees; And Others
Effects of the Training of a Word Learning Strategy.
PUB DATE- Apr 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; *Decoding (Reading); Foreign Countries; Grade 6; Intermediate Grades; Protocol Analysis; Reading Research; *Reading Skills; *Word Recognition
IDENTIFIERS- *Decontextualization; Meaning Conditions; Netherlands

A study investigated the effect of training Dutch students to learn to derive word meanings from written context. Subjects, 64 grade 6 primary school children, were randomly divided into control and experimental groups. The experimental group followed eight lessons in their mothertongue (Dutch), while the control group followed their regular lessons in which no attention was given to learning from context. The training consisted of three main elements: a text-driven element in the form of "Wh-questions," a schema-driven element in the form of a definition format, and a stimulus for decontextualization in the form of instruction that entailed "negotiation of meaning." On a paper-and-pencil Contextual Word Learning Test, the experimental group's gain was not statistically significant. Think aloud protocols of the trained students were analyzed to get insight into how often and with what quality elements from the training are used by them. Findings suggest that the trained students who have gained from the training, in comparison to those who have not, show more awareness of what it takes to find out and define the meaning of an unknown word and more awareness of the need for decontextualization. (Contains 15 references, and 7 tables and 2 figures of data.) (Author/RS)

ED 398 603 CS 215 465

Hutchinson, George
The Harlem Renaissance in Black and White.
PUB DATE- 95
NOTE- 552p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Authors; Black Achievement; *Black Literature; *Cultural Context; *Literary History; Modernism; Racial Relations; *Twentieth Century Literature; United States History; *United States Literature
IDENTIFIERS- 1920s; Black Writers; Cultural Studies; *Harlem Renaissance; Social Movements

Intended to expose the oversimplifications and misrepresentations of popular readings of the Harlem Renaissance, this book reveals the truly composite nature of American literary culture. Noting that a broader sense of the intellectual context of the Harlem Renaissance has been missing from literary histories, the book supplies an appreciation of Boas's public education for the 21st century. Participants included state legislators, the Board of Regents, Education Department officials, school board members, teachers, high school students, school superintendents, business leaders, and private citizens. Ten work groups tackled the following topics: educational mission; student personal growth; learning atmosphere; school calendar; staff preparation and development; buildings, transportation, and equipment; technology; intergovernmental agency cooperation; finance; and governance. Each group was asked to identify the strengths and weaknesses of New York's education system with regard to the group's topic and to translate them into goals. The groups also identified resources for and obstacles to achieving those goals. Recommendations for specific action steps are also included. (LMI)

ED 398 622   EA 027 775

George, Paul S.; George, Evan
The Japanese Secondary School: A Closer Look.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Citizenship; College Entrance Examinations; *Educational Environment; *Educational Objectives; Foreign Countries; *High Schools; *National Curriculum; *Public Schools; *School Organization; Secondary Education; Student Attitudes; Student Characteristics
IDENTIFIERS- *Japan

Most American visitors to Japanese senior high schools have observed only the very best public academic schools in the nation. Two-thirds of Japanese students attend other schools. This book presents findings of a case study that focused on the 12th-grade experience in a Japanese public general high school. The data were supplemented by visits to a dozen other secondary schools. The book discusses some important points of Japanese secondary education: (1) which is more important, group citizenship or examination passage, and (2) which is stressed more in Japanese high schools, student individualism or common fundamental academic ability? Following the introduction, chapter 2 describes the varieties of Japanese high schools and chapter 3 provides an overview of the 12th-grade curriculum and schedule. Instructional strategies are outlined in the fourth chapter. The fifth chapter explains the goals of Japanese secondary schools: inculcating group citizenship and passing a university-entrance examination. The characteristics and perspectives of Japanese students are compared to those of their American counterparts in chapter 6. The seventh chapter concludes that Japanese education will not provide American educators with solutions to the problems found in U.S. schools. The study found that the educational experiences of Japanese secondary school students in the public academic secondary schools seemed totally shaped by an all-important educational quartet: the development of group citizenship; a national curriculum; memorization-oriented instructional strategies; and the all-consuming importance of the university-entrance examination. A Japanese secondary school teacher and a university professor respond to the book in the final chapter. Two figures are included. (Contains 10 references.) (LMI)

The newsletter briefly describes the development of microcomputer electronic spreadsheet programs and details how to set up a budget spreadsheet template using Lotus 1-2-3 software. The electronic spreadsheet is able to provide financial summaries, inventory-control listings, scheduling, staff and financial projections, and percentage allocation of resources. Individual modifications can easily be made as budgetary situations change and the electronic spreadsheet information is updated. One table depicts the segments of a budget-spreadsheet template. (LMI)

ED 398 641 EA 027 816

What's Noteworthy on Learners, Learning, Schooling.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Educational Change; Educational Technology; Elementary Secondary Education; Motivation; *Organizational Change; Organizational Theories; Program Development; Program Implementation; *School Restructuring; Standards; Systems Analysis; *Systems Approach

The major challenges for educational reform today are assembling disparate pieces of information to create sustainable systemic change and "scaling up" systemic reform to encompass all schools, all programmatic areas, all levels of schooling and diverse social contexts. Mid-continent Regional Education Laboratory (McREL) has begun to organize its work on systemic reform into three primary subsystems of educational systems--personal (the people domain), technical (policies and management structures), and organizational (curriculum learning and instructional strategies). This document contains articles that address areas within each of these domains. The articles in the first section focus on three important areas within the personal domain: (1) "Understanding the Keys to Motivation To Learn" (Barbara L. McCombs); (2) "Classroom Interactions and Achievement" (Loyce Caruthers); and (3) "Increasing Parental Involvement: A Key to Student Achievement" (Dan Jesse). The next three articles examine areas in the technical domain; (4) "The Metamorphosis of Classroom Management" (Fran Mayeski); (5) "Expanding the Definition of Technological Literacy in Schools" (James Fanning); and "Designing a Sustainable Standards-Base Assessment System" (Don Burger). The final two articles examine issues in the organizational domain: (7) "Developing Organizational Learning in Schools" (Susan Toft Everson); and (8) "A Framework for Managing Systemic Reform" (J. Timothy Waters and Franklin D. Cordell). (LMI)

ED 398 642 EA 027 817

Marzano, Robert J.
Eight Questions You Should Ask Before Implementing Standards-Based Education at the Local Level.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 11p.
LANGUAGE- English

DESCRIPTORS- *Attitude Change; Change Strategies; Classroom Techniques; *Educational Change; Educational Practices; *Educational Strategies; Education Courses; Elementary Secondary Education; Foreign Countries; *Gifted; Graduate Study; Higher Education; Institutes (Training Programs); Instructional Effectiveness; *Professional Development; Program Effectiveness; Summer Programs; Talent; Talent Identification; Teacher Education; Teacher Improvement; *Theory Practice Relationship

IDENTIFIERS- Talents Unlimited Program

This report describes a 3-week, six-credit, graduate-level summer course on teaching gifted and talented students, which was designed to change beliefs about giftedness and improve practice. Interviews with the 50 course participants (teachers, administrators, and resource persons) were conducted after course completion to determine their views regarding course effectiveness. Most participants indicated a change in their understanding of the nature of giftedness and greater sensitivity towards and recognition of the needs of gifted learners. They identified factors that hinder change in teachers' practice, such as lack of administrative support. Changes in teachers' practice following the course included curriculum compacting, use of J. Renzulli's Type I and II enrichment activities, application of Talents Unlimited strategies, and provision of a differentiated curriculum to gifted students. Although all participants reported changes in beliefs and interest in changing their practices, most also indicated they fell short of their goals. Teachers expressed a need for greater support at the administrative level and from peers. Findings indicate the need for development of a comprehensive program mandated by governmental departments of education and development of a professional forum for maintaining enthusiasm and sharing ideas. More research exploring the relationship between changes in teachers' beliefs and practice is urged. (Contains 15 references.) (CR)

ED 398 662 EC 304 954

Information Brief of Florida's K-12 Gifted Program.

PUB DATE- 29 Mar 96

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ability Identification; Educational Assessment; *Educational Policy; Educational Practices; Elementary Secondary Education; Eligibility; *Enrollment Trends; *Gifted; Incidence; Minority Groups; *Policy Analysis; School Districts; *Student Placement; Talent; Talent Identification

IDENTIFIERS- *Florida

This report to the Florida State Legislature answers questions posed by the Joint Legislative Auditing Committee regarding the gifted and talented program in elementary and secondary schools. Questions address: identification of districts offering the program only for specific grade levels, effects of delaying the identification and placement of students until third grade, the effects of a funding cap on this delaying practice, minority/gender status of student participants, and impact of gifted student test scores on school-wide assessment measures. Administrators indicated that, in an attempt to

1987.

PUB DATE- 87
NOTE- 58p.; Published annually. For other reports in this series, see EC 304 971-976.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Etiology; Followup Studies; Inclusive Schools; Intelligence Quotient; Intervention; Longitudinal Studies; Mainstreaming; *Outcomes of Education; Preschool Education; Program Effectiveness; *Psychoeducational Methods; Student Characteristics; *Student Placement
IDENTIFIERS- Georgia; *Georgia Psychoeducational Network

This collection of six papers focuses on students with serious emotional disturbances and/or behavior disorders in the Georgia Psychoeducational Network Program. "A Five Year Longitudinal Study of Severely Emotionally Disturbed/Severely Behaviorally Disordered (SED/SBD) Preschool Students" (Juanda Ponsell and others) reports the different placement outcomes of 49 preschool students with SED/SBD after 5 years. The second paper, "Reintegration of Severely Emotionally Disturbed/Behaviorally Disordered Students--A Two Year Follow-Up" (William W. Swan and Robert T. Jacob), reports the placement outcomes for 300 students with SED/SBD after 2 years of program participation. "Overview, Research Consortium Project Studies" describes the Georgia Psychoeducational Network Research Consortium. "A Quantitative Study of Georgia Severely Emotionally Disturbed/Severely Behaviorally Disordered Students (1984-1985 and 1985-1986)" reports demographic and program data on over 9000 students with SED/SBD. "Further Characteristics of Georgia's Severely Emotionally Disturbed/Severely Behaviorally Disordered students: A Sample Survey, Research Consortium" presents data from a survey of 344 students with SED/SBD including IQ ranges, poverty incidence, and program contacts with families. "Personnel of the Georgia Psychoeducational Network (1984-1985), Research Consortium" analyzes qualifications of personnel employed by the Georgia Psychoeducational Network. Each paper contains references. (CR)

ED 398 681 EC 304 973

Swan, William W., Ed.; Brown, Carvin L., Ed.
The Georgia Psychoeducational Network (GPN) Research Report, 1988.
PUB DATE- 88
NOTE- 56p.; Published annually. For other reports in this series, see EC 304 971-976.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; *Behavior Disorders; Drug Therapy; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; Followup Studies; Intervention; Longitudinal Studies; Mainstreaming; Needs Assessment; Outcomes of Education; Preschool Education; *Professional Development; Program Effectiveness; Psychoeducational Methods; Severity (of Disability); Student Behavior; Student Characteristics; *Student Placement; Teacher Attitudes
IDENTIFIERS- Dalton Emotional Severity Index; Georgia; *Georgia Psychoeducational Network

This research report contains seven papers on students with

Paraprofessionals Who Support Individuals with Disabilities Series.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 217p.; For other modules, see EC 304 986-992.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; Curriculum Guides; *Disabilities; Elementary Secondary Education; Inservice Education; *Intervention; Lesson Plans; *Paraprofessional School Personnel; Postsecondary Education; Reinforcement; School Aides; *Staff Development; Staff Role; Teacher Aides
IDENTIFIERS- *Behavior Management

The fourth in a series of federally supported modules for training paraprofessional school personnel who work with students with disabilities, this module presents principles and techniques of behavior management. Both a facilitator's edition and a student's edition are provided. Chapter 1 introduces the concept of behavior and the role of the consequences and antecedents in the environment. Chapter 2 offers guidelines on creating positive learning experiences. It also discusses development of a positive reinforcement plan and common questions about reinforcement techniques. An overview of challenging behavior is given in Chapter 3. The cost-benefit analysis of changing behavior and the three-factor theory are discussed. Chapter 4 focuses on alternatives to challenging behaviors, including overcoming avoidance. Chapter 5 gives guidance on using behavioral interventions with students and what to do in an emergency. An appendix defines and explains the appropriate use of controlled or regulated procedures (such as use of restraints, or temporary delay of meals or water) under Minnesota Law. The facilitator's edition offers learning activities and information sheets to be used as transparencies. (Contains 52 references.) (CR)

ED 398 698 EC 304 990

Rush, Karen
Early Childhood: The Role of the Paraprofessional. Module Five. Facilitator's Edition and Student's Edition. Strategies for Paraprofessionals Who Support Individuals with Disabilities Series.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 347p.; For other modules, see EC 304 986-992.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Development; Classroom Techniques; Cultural Awareness; Curriculum Guides; *Disabilities; Early Childhood Education; *Early Intervention; Educational Strategies; Family Needs; Individualized Education Programs; Individualized Family

including a comprehensive neuropsychological battery and tests

of auditory perception, overactivity and attention, and intelligence. Results of the study found that tests of CAPD were most consistently related to tests of simple attention and language input. Neurocognitive task performance and more complex auditory attention were not consistently related to CAPD test performance. The study also found that IQ was mildly to moderately related to some tests of CAPD and needs to be taken into account when interpreting results. The study concludes that CAPD tests may be most sensitive to problems in children with inefficient selective auditory attention rather than those with phonologic processing difficulties and that the Screening Test for Auditory Processing Disorders alone may be inadequate in assessing auditory attention difficulties in children. (CR)

ED 398 715 EC 305 008

Barringer, Don; Johnson, Dorothy
Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Program for Families of Infants, Toddlers, and Preschool Aged Children with Hearing Impairment. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Jul 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Early Intervention; Family Programs; *Hearing Impairments; *Home Programs; Individualized Education Programs; Individualized Family Service Plans; Infants; Outreach Programs; Partial Hearing; Preschool Education; *Professional Development; *Program Development; Program Evaluation; Staff Development; *Technical Assistance; Toddlers

This final report describes activities and accomplishments of an outreach project of Project SKI-HI, a family-centered, home intervention model designed to provide training to early intervention professionals serving infants, toddlers, and preschoolers with hearing impairments. In the project, an early intervention professional or a parent advisor makes weekly home visits to families that have an infant, toddler, or preschooler with a hearing impairment and writes and reviews the Individualized Family Service Plan or Individualized Educational Program. The goals of the project are outlined and include: providing a complete delivery system of family-centered intervention; utilizing an innovative awareness and training approach to meet the changing audiences of direct service providers; developing materials which support early interventionists; providing training for local project trainers to enable them to train new professionals; and developing/implementing a system of technical assistance to sites. Individual sections of the report address the project's objectives and activities, conceptual framework, model, replication sites, dissemination activities, training activities, methodological/logistical problems and their resolutions, impact, and future activities. Extensive appendices include a sample newsletter, a SKI-HI training format overview, tables of contents of various SKI-HI publications, and a data report. (Contains 23 references.) (CR) context. Discussion here focuses on the use of "The Very Hungry Caterpillar" (Eric Carle) in class by a teacher not trained in pedagogy. The technique used was to read the story aloud, wait for student response, reflect Arabic comments back in English, and encourage classroom discussion. Repetition of the story allowed the children to begin choral reading. The first and second days of class and another day about 1 week into the unit are chronicled, including a variety of group, individual, and free-play activities, during which the children incorporated story parts and related ideas into play. Contains 10 references. (MSE)

ED 398 734 FL 024 036

Katchen, Johanna E.
Speaking Skills for the Sciences.
PUB DATE- Dec 95
NOTE- 13p.; Paper presented at the Annual International Conference of the Institute of Language in Education (Hong Kong, December 13-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; Course Organization; *Engineering Education; English (Second Language); *English for Special Purposes; Foreign Countries; *Graduate Students; Higher Education; Language Role; Oral Language; *Science Education; Second Language Instruction; *Speech Instruction; *Speech Skills; Technical Writing
IDENTIFIERS- National Tsing Hua University (Taiwan)

The origins, development, and implementation of a course in oral presentation skills in English for graduate students in the sciences and engineering are described. The course was piloted at National Tsing Hua University in Taiwan to train students for presentation of technical papers. Background information is offered on English language instruction in Taiwan's secondary schools and the universities from which the eight participating students came. Course content was based on the predicted needs of enrolling students. Each student was required to give prepared speeches: a self-introduction; a lessons about some aspect of the field of study; an explanation of a process; a review of developments in the field; and a final project. Questions from the classroom audience were allowed after each talk. Some typical problems of English language learning for Chinese-speaking students were encountered. Student comments about the course drawn from post-performance critiques of videotapes and end-of-course evaluations were generally very positive. Students particularly liked the opportunity to speak English regularly and to obtain performance feedback using videotapes. The most significant problem arose from having students with widely varying language skills, and to a lesser extent, from varying fields. (MSE)

ED 398 735 FL 024 037

Lara-Alecio, Rafael; And Others
A Three Year Study of a New Pedagogical Theory/Model in a Bilingual Education Program Using Mathematics as a Vehicle of Instruction.
PUB DATE- 9 Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

Language Usage; *Linguistic Theory; Majors (Students);

*Pragmatics; Second Language Learning; Transfer of Training
IDENTIFIERS- *Discourse Domain Hypothesis; *Domain Knowledge

This study tested a refined version of the discourse domain hypothesis, which defines the discourse domain as a topic area in which second language learners demonstrate extensive, current, and important knowledge, including both cognitive and affective dimensions. The study tested the results of previous studies, which showed that learners show enhanced performance on discourse domain topics. Subjects were eight learners of English as a Second Language (ESL) in an intensive college-level ESL program. Four (invested subjects) were interviewed on major field and neutral topics, and four (uninvested subjects) were interviewed on two neutral topics. Students' discourse was analyzed for fluency, syntactic development, and discourse organization. Results indicated enhanced performance by one invested subject on all three measures on the major field topics. The remaining three invested subjects produced ambiguous results, whereas the control group showed little variation across topics. It is concluded that the study provides a measure of support for the discourse domain hypothesis, and lays the foundation for further research in the area of topic-related language use variation. Contains 17 references. (Author/MSE)

ED 398 755 FL 024 061

Yamauchi, Lois A.; And Others
Native Hawaiians on Moloka'i: Culture, Community, and Schooling.
PUB DATE- 11 Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Culture Conflict; *Educational Attitudes; Expectation; *Family Environment; *Indigenous Populations; Interviews; *Social Values; Sociocultural Patterns; *Student Experience
IDENTIFIERS- *Hawaii (Molokai)

A study examined the values, expectations, and experiences in school among residents of the island of Moloka'i (Hawaii). Using semi-structured interviews, researchers sought to establish whether native Hawaiians' values and experiences in school were distinguishable from other Moloka'i community members, including those of school personnel. As a group, native Hawaiians are among the lowest-scoring minorities in the nation on standardized achievement tests, and research suggests that misunderstanding of school activities and resistance to its values, especially as they are in conflict with home values, are common. Participants were 12 native Hawaiians and 18 other residents from varied ethnic groups, aged 20-81. Interviews focused on personal values, observed values of others, cultural compatibility of schooling, specifically Hawaiian aspects of the community or schools, success or failure of teachers, and island lifestyle. Analysis compared these variables across demographic variables. Results suggest possible existence of three somewhat distinct cultural spheres: local Moloka'i community and its shared culture; the culture of the school community; and the more Hawaiian home culture. While some interviewees felt school was competitive, none attributed

Employees; Higher Education; Minority Groups; Personnel
Selection; Policy Analysis; *Public Policy; Social Change

IDENTIFIERS- *Diversity Concept

This report investigates the effects of diversity on governance by examining the supply and demand for minorities trained in public policy analysis and management and international affairs specialties at the federal level. The data were obtained from various U.S. Government published reports. Topics covered concerning the supply side include: college participation rates; enrollment trends in graduate professional programs in public policy and international affairs analysis and management; and diversity initiatives in higher education. Among topics covered concerning the demand side are: foundation support for public policy and international affairs; federal programs in international affairs; diversity in the federal civilian workforce; diversity at the professional level; trends in achieving equal employment opportunity; minority recruitment; diversity and international affairs; diversity in management intern programs, and diversity within a variety of specific U.S. Government departments and agencies. The difficulty of achieving diversity is addressed in sections on the scope and findings of key federal studies; successful strategies in promoting diversity; and the need for diversity at the Cabinet level. The final section evaluates the outlook to the year 2000. The appendix contains numerous charts and tables detailing findings on these issues. (Contains 81 endnotes and a bibliography of 21 references.) (JB)

ED 398 775 HE 029 240

King, Jacqueline E.
The Decision To Go to College: Attitudes and Experiences Associated with College Attendance Among Low-Income Students.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *College Applicants; *College Attendance; College Bound Students; Decision Making; *Educational Attitudes; Financial Support; Higher Education; *High School Seniors; *Low Income; Parent Background; Paying for College; Self Esteem; Student Attitudes; Student Characteristics; Student Experience
IDENTIFIERS- Scholastic Assessment Tests

A survey investigated the attitudes and experiences that distinguish the low-income high school students who decide to attend college from those who do not. Data were gathered in a telephone survey of 900 seniors in the class of 1995 who took the Scholastic Assessment Test (SAT); the primary sample was 300 of those students who reported family incomes under $20,000. Data included student characteristics (gender, race, native language), family income, parents' educational level, parents' occupations, SAT scores, post-high school plans, sources of college and financing information, academic self-confidence (in mathematics, science, writing), degree aspiration, influences in college decision-making, preferred college attributes, college preparation, sources of and plans for financing college, and college acceptances. Results are reported in narrative and tabular form. The study found that rigorous high school courses, high expectations of all students, and availability of college counseling and information were important elements in the decision to go to college. Many of the attitudes and educational experiences research strategies, acculturation, mentoring, differences in expectations between lecturers and freshmen, student financial

need, workshops, writing activities, racial and ethnic tensions, math instruction, academic standards, teaching methods, student viewpoints on learning, programs for traditional and non-traditional students, introductory economics, retention strategy, academic and recreational seminars, preservice teacher induction, the urban college experience, independent study, native students, exchange students, probation, student adjustment, supplemental instruction, writing fellows' programs, commuter colleges, developing an undergraduate core program, survival tactics, service-learning, library skills, peer counseling, writing across the curriculum, student government, class environment, confrontation skills, teacher effectiveness, educational outcomes, study strategies, freshman seminars, student identity, fostering community, the challenges of diversity, integrating the cognitive and the affective, open access, multiculturalism, social responsibility, disabled students, and Freshman English. (CK)

ED 398 793 HE 029 390

Michaelson, Martin; White, Lawrence
Staff Layoffs and Terminations--Managing the Risks.
PUB DATE- 18 Apr 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Dismissal (Personnel); Early Retirement; Economic Factors; Higher Education; *Job Layoff; Labor Legislation; *Legal Responsibility; Organizational Communication; *Personnel Policy; *Risk Management; Teacher Dismissal; Teamwork

This paper reviews legal risks associated with staff layoffs at institutions of higher education and methods for managing those risks and describes planning steps designed to minimize institutional legal exposure. Legal risks include claims of breach of contract, discrimination, tortious conduct, and violation of labor laws, collective bargaining agreements, and other legal obligations. Well-managed institutions exhibit three common characteristics in planning and implementing staff layoffs: (1) a team approach to decision-making; (2) development of well-crafted and consistently administered personnel policies before initiation of the layoff process; and (3) attentiveness to existing and potential problem cases. Prior to implementing staff layoffs, institutions should: first, ascertain the reasons for and magnitude of the downsizing; second, prepare to counteract the argument that downsizing can be avoided by increasing revenues or cutting expenditures elsewhere; and third, prepare to show that the institution has considered alternative reductions in nonpersonnel expenditures, e.g., furloughs; reduced work time; hiring freezes and elimination of positions through attrition; and negotiated retirements. Preparation for the least disruptive layoff process requires advance communication with affected employees, consideration of quantitative and qualitative layoff criteria, a pre-implementation review, and

Methods; *Feedback; Human Resources; *Labor Force Development; *Management Development; Models; Program Effectiveness; Program Evaluation; Research Needs; *Total Quality Management

These four papers are from a symposium that was facilitated by Nancy Dixon at the 1995 conference of the Academy of Human Resource Development (HRD). "Reliability Testing of Multirater Feedback" (Wim J. Nijhof, Anne Jager) focuses on testing the reliability and validity of the multirater feedback system. Findings are reported that conclude that trainers are better raters and formative and summative processes and assessments should be separated. "In Search of an Integrative Model for HRD Evaluation" (Elwood F. Holton, III) argues the four-level Kirkpatrick system of training evaluation is really a taxonomy of outcomes and that research is needed to develop an integrated measurement model. An initial model that accounts for the impact of the primary intervening variables is proposed. Key studies supporting the model are reviewed, and a research agenda is proposed. "Building Training on the Pillars: Applying Total Quality in HRD" (Douglas H. Smith, Jo D. Gallagher) begins with an overview of the five leading total quality management (TQM) writers. Four basic principles or pillars are derived and serve as the basis of the application of TQM within the instructional setting. Examples of the relationship of the four pillars to instructional delivery are presented. "Using 360-Degree Feedback to Evaluate Management Development: New Data, New Insights" (Gary N. McLean, Marcia R. Systma, Kathryn Kerwin-Ryberg) discusses the use of a 360-degree feedback instrument designed to facilitate management development to evaluate the effectiveness of a training event. (YLB)

ED 398 359   CE 070 963

Leadership, Executive & Management Development in HRD .
PUB DATE- Mar 95
NOTE- 39p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Human Resources; *Labor Force Development; *Leadership Training; *Management Development; *Participative Decision Making; Physicians; *Standards

These five papers are from a symposium that was facilitated by Barbara Swanson at the 1995 conference of the Academy of Human Resource Development (HRD). "Extending Leadership Development beyond the Classroom: Looking at Process and Outcomes" (Dianne P. Young, Nancy M. Dixon) examines an innovative leadership development program that focuses on the integration of learning and work. It explores critical design features along with the atypical action-planning process used in the program. "The Development of Standards of Competence for Senior Management" (Gill Lane, Alan Robinson) outlines the issues and outcomes resulting from research into identifying the standards of best practice required of senior management. "Leadership Development of Physician Executives" (Mitchell E. Kusy, Jr., Louellen N. Essex, Thomas J. Marr) reports a national study of 150 physician executives, with a focus on the implications for the selection, training, and management/career development of physician leaders. "On a Clear Day You Can Have a Vision: A Visioning Model for Everyone" (Richard Allen) presents a participative model for visioning that is intended to encompass and behavior are culturally linked. "Embracing the Humanism of Africa in the Practice and Thought of Human Resource Development" (Susan A. Lynham) studies two key issues in the HRD profession: (1) HRD is at a crossroads that will demand new answers and models of organization, management, learning and leadership; and (2) there is a need to incorporate the humanistic spirit of the African people into productive organization--an endeavor that may provide insights into the first issue. (KC)

ED 398 377 CE 070 981

High Involvement Work Teams in HRD .
PUB DATE- Mar 95
NOTE- 42p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Philosophy; Educational Research; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Employment Practices; Human Resources; *Labor Force Development; Motivation; *On the Job Training; *Organizational Development; *Professional Development; *Work Attitudes
IDENTIFIERS- *High Performance Work Organizations

These five papers are from a symposium on high involvement work teams that was facilitated by Catherine M. Sleezer at the 1995 Academy of Human Resource Development (HRD) conference. "An Empirical Study of Employee Involvement in Designing and Managing Reward Systems" (William M. Kahnweiler) reports on a study of 300 organizations that found the extent of involvement of nonmanagement employees in designing and managing pay systems was modest and unrelated to organizational size and industry, but that some organizations provided consider responsibilities in this area to nonmanagement employees. "Involving Workers in the New Learning Environment Required for a High-involvement Organization: The Workers' Perception" (Joseph A. Ilacqua) suggests that workers need to be involved in the new learning environment in order to increase competitiveness in a global market. "What Do First-line Leaders Need to Succeed?: Identification and Validation of Competencies of First-line Leaders in High Involvement Organizations" (Paul Hardt) is a report of focus group discussions and surveys that identified and validated eight competencies of first-line leaders in high-involvement organizations. "Validating a Check Sheet as a Guide for High-Involvement Training" (Paul E. Brauchle, David W. Wright) presents a check sheet developed from work with 10 different production teams that can be used to guide team development in a high-involvement workplace. "Characteristics of High Performance Work Teams: Perspectives from the Literature" (Cathy Bolton, LeRoy Anderson, Amy Dodge, Jamie Tower, Brenda Unruh) explores the concept of high performance work teams (HPWTs) by examining definitions and characteristics of HPWTs, characteristics of organizations that use HPWTs, and considerations in transitioning from traditional teams to HPWTs. (KC)

ED 398 378 CE 071 145

Gebhart, Deanna M.
Oenology through Multimedia and Distance Learning Education.

third database shows actual integrated and applied curriculum generated by educator teams who attended the university's 1996 summer conference. A brochure was sent to all high school principals and school-to-work leadership group members (more than 1,000) describing how to access the web pages and join the discussion group. About 70 educators were introduced to the web pages and the discussion group at the 1996 summer conference. Evaluation of the project showed that 14 people had joined the online discussion group by August 14, 1996 and the web page had been accessed 513 times since its inception in April. Participants at the summer workshop rated the workshop and the project highly, with the only negative comments concerning access to the World Wide Web and the need for more time in the Internet workshops. Recommendations were made to continue to make the web page user friendly, to expand the web pages to include more information about curriculum integration at the technical college level, to add resources for students to the web pages, and to conduct workshops for educators about the Internet. (Three appendixes contain the contents of the web page, the brochure, and information on the Internet discussion group.) (KC)

ED 398 395 CE 072 243

Wisconsin Integrated and Applied Curricula Project Year Three: 1995-1996. Final Report.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin Technical Coll. System Board, Madison.
PUB DATE- 22 Jul 96
NOTE- 319p.; For year one and year two reports, see ED 373 166 and ED 384 806.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Education Work Relationship; *Inservice Teacher Education; *Integrated Curriculum; Program Effectiveness; Program Evaluation; State Programs; *Technical Assistance; Vocational Education

This report describes the third year of Wisconsin's Integrated and Applied Curricula project. The mission was to provide information, technical assistance, and a summer conference to help expand team members' competencies in developing integrated and applied curricula, training of high school and technical college educators. The cadre of teachers could then serve as facilitators. The summer conference attended by 130 people was centered around three main themes: work-based learning, connecting school-to-work, and school-based learning. The curriculum developed by each team was sent to participating school teams. Evaluations indicated the following: 72 percent of participants liked the organization and structure of the conference, 69 percent indicated the conference was excellent or very good at helping them attain their goals, and 89 percent would like to attend again next year. Survey results indicated 96.3 percent of respondents changed their curriculum as a result of activities. The seven-page report is followed by these appendixes: conference materials, integrated and applied curricula resource list, and examples of resource center handouts, curricula projects from the conference, conference evaluation results, integrated and applied curricula projects' assessment--3-year evaluation results, and project correspondence. (YLB)

ED 398 396 CE 072 244

PUB DATE- May 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Cooperative Education; *Educational Benefits; *Educational Practices; *Education Work Relationship; Employer Attitudes; Questionnaires; School Districts; Teacher Attitudes; *Transitional Programs; Two Year Colleges; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Ohio (Cincinnati)

The structure and perceived benefits of the cooperative education programs offered by two-year colleges in Cincinnati, Ohio, were examined in a study in which 66 representatives of 54 area firms and 25 individuals from 7 community colleges were interviewed in 1993. Cincinnati's co-op programs were found to vary significantly in their structure. Some programs alternated 10-week periods of schooling with similar periods of work, whereas others offered schooling in the morning followed by work in the afternoon. In some colleges, administration of co-op programs was decentralized. Although the benefits of co-op programs could not be quantified, the educators and employers interviewed were virtually unanimous in their support for co-op education's benefits for students, employers, and relationships between colleges and employers. Despite the nearly unanimous support, several problems with the program were identified: problems in recruiting enough co-op placements and the substantial differences between the training opportunities offered at firms where employers viewed co-op as a way of "growing their own employees" and those at firms where employers used co-op primarily as a source of short-term, well-trained labor and kept students in a single position. (Thirty-three references are listed. Appended are the employer and education provider interview guides.) (MN)

ED 398 413 CE 072 270

Stasz, Cathleen; And Others
Workplace Skills in Practice. Case Studies of Technical Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Case Studies; Communication Skills; *Employer Employee Relationship; *Employment Practices; *Job Skills; *Labor Force Development; *On the Job Training; Postsecondary Education; Public Policy; Technical Occupations; *Training Methods

A study was conducted to explore skills and work-related dispositions in technical work. It used a sociocultural approach to examine skills in seven target jobs in worksites representing diverse industries--health care, traffic management, transportation, and semiconductor manufacturing. It explored employers' strategies for obtaining the skills they need under conditions of technological or organizational change. Data were collected through observation of workers' activities, interviews with workers, and interviews with senior managers, staff, line managers, and human resource personnel. Interviews focused on three skill areas: problem solving, communications, and teamwork, as well as work-related dispositions--all areas that have been identified as required including objectives, content, and student activities, are provided. The fourth chapter discusses integration with school and communities, noting the significant impact factors outside driver education programs, such as peers, other classes, family, and the community at large, have on student driving behaviors. The final chapter looks ahead to anticipate the issues and trends driver and traffic safety education faces. An appendix contains sections of the Wisconsin administrative code pertaining to driver education and 66 resources and references. (KC)

ED 398 431 CE 072 304

Ni Chealtaigh, Martina
Apprenticeship in the EU Member States. A Comparison. CEDEFOP Document. First Edition.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Comparative Analysis; Corporate Support; *Educational Finance; Educational Research; Education Work Relationship; Experiential Learning; Foreign Countries; Postsecondary Education; *School Business Relationship; Trade and Industrial Education; Work Experience Programs
IDENTIFIERS- *European Union

A study compared a number of features of apprenticeships in the 12 Member States of the European Union. The study showed that the apprentice contract or indenture has become an integral part of apprenticeship in all Member States. Admissions requirements for access to apprenticeshp, in general, are not high. Although it was an option open to those who had completed lower secondary education, the average age of entrants is rising. The role of the social partner organizations varies by country. Likewise, a sizeable imbalance exists between countries concerning the variety of occupations for which apprenticeship is provided. In the majority of countries, apprentices are concentrated in small and medium-sized enterprises. General educaton has become an important element of the school-based tuition given to apprentices. The average length of an apprenticeship is usually 2-3 years. The financing mechanism is a complicated procedure involving investment by the state, company, and individual. Efforts are being made to encourage apprentices to develop their competence and attain recognized qualifications. In general, annual intakes of apprentices over the last decade in most countries has decreased. The conclusion is that at least 12 distincat apprenticeship systems still exist. (Appendixes include alternate training initiatives, legislation affecting apprenticeship in Member States, responsible bodies and certificates, lists of sectors represented, glossary, and 77-item bibliography.) (YLB)

ED 398 432 CE 072 305

Structures of the Education and Initial Training Systems in the European Union. Second Edition.
PUB DATE- 95
NOTE- 455p.; For related document, see ED 346 327.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; Educational Finance;

ED 398 449 CE 072 362

Walters, Shirley, Ed.; Manicom, Linzi, Ed.
Gender in Popular Education. Methods for Empowerment.
PUB DATE- 96
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Community Education; *Community Programs; Community Schools; Comparative Education; *Economic Development; Elementary Secondary Education; *Feminist Criticism; Foreign Countries; Literacy Education; *Sex Discrimination; *Sex Fairness; Teaching Methods
IDENTIFIERS- *Popular Education

This book is a collection of critical reflections on feminist adult education work in grassroots organizations, development projects, formal institutions, and community education programs in a wide variety of countries: South Africa, India, the United States, Canada, Malaysia, the Philippines, and Australia. The contributors come from a variety of positions in the range of feminist discourses and broaden their focus on methodology with shifts between personal narrative, experiential analysis, theoretical contextualization, and evocative description. Following an introduction by editors Shirley Walters and Linzi Manicom, 11 essays are included: "Training Gender-Sensitive Adult Educators in South Africa" (Shirley Walters); "Embodying Feminist Popular Education under Global Restructuring" (Denise Nadeau); "Holding the Space: Gender, Race, and Conflict in Training" (Michelle Friedman, Colleen Crawford Cousins); "From a Seed to a Tree: Building Community Organization in India's Cities" (Sheela Patel); "Education for Liberation? Two Australian Contexts" (Kate Pritchard Hughes); "From Activism to Feminism to Gender and Development Work in the Philippines" (Carolyn Medel-Anonuevo); "Understanding Difference Differently: A Canadian View" (Rieky Stuart); "'The Creaking of the Word': A Feminist Model?" (Astrid Von Kotze); "Women Learning in Appalachian Grassroots Organizations" (Beth Bingman); "'Some Good Long Talks': Cross-Cultural Feminist Practice" (Helen Myles, Isabel Tarrago); and "Talking Pain: Educational Work with Factory Women in Malaysia" (Chan Lean Heng). (KC)

ED 398 450 CE 072 373

Reilly, Peter
Human Resource Planning: An Introduction. Report 312.
PUB DATE- 96
NOTE- 55p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Foreign Countries; *Human Resources; Labor Force; *Labor Force Development; Labor Supply; Organizational Development; *Planning
IDENTIFIERS- Great Britain

This report is designed to give readers an introduction to the principles of human resource planning (HRP) and the areas in

Contains 16 references. (TS)

ED 398 468 CG 027 158

Strychasz, Gloria; Arredondo, Mary
The Teacher Staff Development Survey: Assessing Its Reliability and Validity in Relation to Teacher Efficacy.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the National Association of School Psychologists Annual National Convention (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Elementary Education; Evaluation Needs; School Surveys; *Staff Development; Surveys; *Teacher Attitudes; *Teacher Effectiveness; Teacher Morale; Teacher Response; *Test Validity
IDENTIFIERS- *Teacher Staff Development Survey

The purpose of this study was to estimate the validity of the Competence subscale of the Teacher Staff Development Survey (TSDS) as a measure of the teacher efficiency construct. Results from regular education elementary school teachers (N=296) revealed a subscale structure of the TSDS that differed from the subscale structure originally designed by the Tempe (Arizona) School District. Specifically, six independent factors (i.e., subscales) were revealed: (1) Teacher Efficacy; (2) Organizational Efficacy; (3) Inclusion; (4) Resources; (5) Teaming; and (6) Self-Evaluation. The Competence subscale of the TSDS, as originally proposed by the Tempe School District, did not emerge as an independent subscale. Instead, this scale appeared to break down into two separate subscales: Teacher Efficacy and Organizational Efficacy. The Teacher Efficacy subscale of the TSDS was found not only to be a valid measure of teacher efficacy, but also to provide a better means of assessing the construct than the Competence subscale originally proposed by the Tempe School District. This subscale may be conceptualized as a measure of the personal teaching efficacy dimension of teacher efficacy. As an index of personal teaching efficacy, the Teacher Efficacy subscale appears to have utility in assessing the effectiveness of not only Project RIDE (Responding to Individual Differences in Education), but also other programs in which the objective is to enhance teachers' skills in dealing with "at-risk" students. The Teacher Efficacy subscale may not be appropriate, however, for evaluating programs where influencing teachers' perceptions of the general teaching efficacy dimension is of greater concern. Contains 4 tables and 24 references. (TS)

ED 398 469 CG 027 165

Johnson, Lynda Dunn
Expanding Scientific Practices to the Local Clinical Context.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accountability; *Behavioral Science Research; *Clinical Psychology; Cost Effectiveness; Health Care Costs; Health Maintenance Organizations; Mental Health; Psychological Studies; *Psychology; Research; *Research Methodology; Research

examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results, to be viewed with caution due to the sample size, indicated that counselors in New Mexico have substantially higher levels of job satisfaction than the national sample. From the results it can be assumed that the counselors' primary reason for expending energy on behalf of their organization is because of the emotional attachment they feel toward the organization, a condition which has been linked to superior work performance. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 487 CG 027 194

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: New York.
PUB DATE- Apr 95
NOTE- 17p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *New York

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in New York are the focus of this study. Participants were 159 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 357 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. As a group, New York counselors operated primarily from a continuance component of commitment. Results indicate that conscientiousness is an important predictor of the overall job satisfaction, emotional, and normative attachment of counselors toward the agency for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity. Public rehabilitation agencies in New York are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 488 CG 027 195

Satcher, Jamie; McGhee, Marcheta
Organizational Commitment and Job Satisfaction among State Agency

their toes when making speeches. But an anxiety disorder can prevent one from coping and can disrupt daily life. Anxiety disorders are not just a case of "nerves," they are illnesses, often related to biological makeup and life experiences of the individual, and they frequently run in families. This pamphlet was produced in order to help laypersons understand anxiety disorders, and to explain the role of research in conquering anxiety and other mental disorders. There are several types of anxiety disorders, each with its own distinct features. This brochure offers brief explanations of generalized anxiety disorder, panic disorder (which is sometimes accompanied by agoraphobia), specific phobias, obsessive-compulsive disorder, and post-traumatic stress disorder. Information on treatment and how to get help for anxiety disorders is provided, along with 11 additional sources of information. (JBJ)

ED 398 506 CG 027 281

Gordis, Enoch
Alcohol Research: Promise for the Decade.
PUB DATE- Aug 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Alcoholism; Fetal Alcohol Syndrome; Health Education; *Medical Research; Physical Health; *Scientific Research; Special Health Problems

Over the past 20 years, alcohol researchers have made intensive efforts to understand alcohol use and its outcomes. To date, researchers have made much progress toward understanding the causes and consequences of alcoholism and its related problems. This publication attempts to convey the great spirit and promise of alcohol research. Established findings that serve as foundations for future research are presented, and compelling areas for the coming decade that promise to advance understanding of the nature of alcoholism and promote efforts to prevent and treat the disease are highlighted. Extensive illustrations and photographs supplement the text. From the discussions of the health, social, and economic consequences of alcohol abuse and alcoholism that motivate the study of alcohol-related problems, to the presentation of new research concepts and technologies that enhance the systematic analysis of those problems, this document testifies to the ability of alcohol researchers ultimately to resolve one of our country's foremost public health problems. Chapters are: (1) Alcohol Abuse and Alcoholism; (2) Alcohol and the Brain; (3) Genetics and Environment; (4) Why Do People Drink?; (5) The Medical Consequences of Alcoholism; (6) Fetal Alcohol Syndrome; (7) Prevention and Treatment. An additional chapter contains information on developing new medications for alcoholism. (JBJ)

ED 398 507 CG 027 286

Bandeira, Denise R.; And Others
Evaluation of a Training Program for Street Children and Adolescents At Risk in Brazil.
PUB DATE- Jul 95
NOTE- 10p.; Paper presented at the Annual Interamerican Congress of Psychology (25th, San Juan, Puerto Rico, July 9-14, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Athletes; *College Students; Family Environment; Higher Education; Interpersonal Competence; Personality Traits; Secondary Education; *Secondary School Students; Self Concept; *Self Esteem; Sex Differences; Student Adjustment; *Student Characteristics
IDENTIFIERS- Texas Social Behavior Inventory

While self-esteem develops after life's primary needs have been satisfied, other factors can influence its development. This thesis investigates the self-esteem of high school and college athletes. The independent variables investigated were gender, athletic participation, family structure, and reported grades. The dependent variables were the self-esteem scores for four sub-scales of the Texas Social Behavior Inventory: (1)Confidence; (2) Dominance; (3) Social Competence; and (4) Total. The sample consisted of 279 students, ranging from 9th grade through college sophomores. Findings showed that athletic participants have a higher self-esteem than nonparticipants and that athletic participation has a positive impact on academic achievement. Results also showed that the following interactions were statistically significant: gender for the dependent variable Social Competence (female students had a higher total self-esteem than male students); family structure for the dependent variable Social Competence; gender, athletic participation, and family structure for the dependent variable Social Competence; reported grades and athletic participation for the dependent variable Confidence; reported grades and athletic participation for the dependent variable Social Competence; athletic participation and gender for the dependent variable Confidence; and reported grades and athletic participation for the dependent variable Dominance. Students generally reported a positive self-esteem. Appended are copies of correspondence, the testing procedure, a student information form, the survey instrument, and scoring procedure. Contains 61 references. (RJM)

ED 398 527 CG 027 337

Redetzke, Pamela M.
Attitudes toward Alcohol and Other Mind Altering Substances of Students in Seventh, Eighth, and Ninth Grades.
PUB DATE- 23 Jul 96
NOTE- 122p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Drinking; Drug Use; Grade 7; Grade 8; Grade 9; Junior High Schools; Junior High School Students; *Student Attitudes; Student Behavior; Student Problems; *Substance Abuse; *Youth Problems
IDENTIFIERS- Drug Abuse Resistance Education Program

Adolescents continue to use alcohol and other drugs despite the profound risks to their health. This thesis examines the attitudes of students in grades 7-9 toward alcohol and other nonprescriptive mind-altering substances. Eight independent variables were investigated: (1) gender; (2) grade placement; (3) DARE (Drug Abuse Resistance Education) participation status; (4) family structure; (5) alcohol use; (6) nonprescriptive mind altering substance use; (7) knowledge of alcohol; and (8) knowledge of nonprescriptive mind altering intervention indicated an improvement in reading comprehension, both silent and oral. Findings revealed that volunteering to read orally was increased, attentiveness was lengthened and, consequently, reading for enjoyment was significantly improved. (Contains 10 tables of data and 23 references; various forms, including bibliographies, parent letters, interest inventory, reading diagnosis checklist, etc. labelled A through L, are appended.) (CR)

ED 398 546   CS 012 564

Hewitt, Colleen; And Others
Improving Low Reading Skills through the Use of Reader's Workshop.
PUB DATE- 30 Apr 96
NOTE- 132p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Classroom Research; Decoding (Reading); Primary Education; *Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Motivation; Reading Research; *Reading Skills; Reading Writing Relationship; Student Development; *Student Improvement
IDENTIFIERS- *Readers Workshop

A study examined a program for implementing a reader's workshop to improve low reading skills. Subjects were first-, second-, and third-grade students in a suburb of a large midwestern city. The problem of low reading skills was observed and documented in grade 1 through a sight word assessment and a 3-part writing assessment which included a sound assessment record, a writing sample, and observations of the students while writing. In all grade levels, low reading skills were assessed through oral reading sample and checklist, surveys, and observations of the students reading. Analysis of probable cause data revealed that low reading skills may be attributed to the actions, behaviors, and attitudes of the three groups of people most closely involved in the development of the reading process--the parents, teachers, and the children. Reviews of curricula content and instructional strategies revealed a need for a program which offered practice with reading skills presented in a motivating environment. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of the intervention, Reader's Workshop, for students in the targeted school. Results from post-intervention data indicated an improvement in students' decoding and comprehension skills. Findings revealed that students' attitudes towards reading improved considerably as well. (Contains 8 figures and 28 references; various forms including the survey instruments, labelled A through Z and AA through CC, are appended.) (CR)

ED 398 547   CS 012 565

Saratore, Katherine K.; Walsh, Mary Ann
Improving Student Reading through Early Intervention.
PUB DATE- May 96
NOTE- 75p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; *Beginning Reading; Childrens Literature; *Early Intervention; Grade 1; Parent Participation; Phonics; Primary Education; Reading Difficulties; *Reading

dramatic play is much more than a context for literacy learning--it appeared to be a part of the process of comprehending books, expressing reactions, experiencing books in affective and kinesthetic ways, and participating in literacy events. Book-related play also served as a means of inquiry and as a connecting link between the child's world and the adult one. Play provided a relatively risk-free environment for exploration of books through an open, child-directed agenda, and offered an array of possible tools for exploration and expression. (Contains 3 tables of data, 8 examples, and 77 references.) (Author/CR)

ED 398 567 CS 012 587

Lauer, Lisa M.
Promoting the Literacy Development of Preschool Children for Kindergarten Success through Parental Involvement and Computer Technology.
PUB DATE- 95
NOTE- 96p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; *Emergent Literacy; *Kindergarten; Parent Child Relationship; *Parent Participation; *Parent School Relationship; Preschool Education; Program Effectiveness; Reading Aloud to Others; Young Children
IDENTIFIERS- Print Awareness; *Project Head Start

A practicum was designed for parents to acquire the understanding, skills, resources, materials, and wherewithal to support the emergent literacy development of their children on exiting the Head Start program to be successful in kindergarten. A simple, cost-effective, comprehensive, multidimensional project including Parent Workshops, a Home-Classroom Library, Parent-Reading Volunteers, Can-Collection Project, a Home-Friend Project, and a Parent-Child Computer Lab was established. Businesses, community service organizations, families, and school personnel were involved in creating and contributing to the project. Parents were provided with many choices which were convenient for them in their life situations to participate in and to become aware of their importance upon the emergent literacy development of their young children. Parent-child activities involving literacy were held in the classroom to enhance parental involvement. Results indicated that (1) all parents participated in literacy activities with their children daily; (2) five parents participated in computer literacy activities with their children five or more times a week; (3) all the parents felt "more confident" reading to their children; (4) all students were developmentally 1 year or less below their chronological age when exiting the preschool program; (5) 12 students were placed on a list to be recommended for kindergarten; and (6) all students received a positive score on an oral survey indicating that they were able to distinguish printed words from illustrations in books. (Contains 79 references, and 1 table and 1 figure of data. Survey instruments, a computer lab log, and a parent workshop log are attached.) (Author/RS)

ED 398 568 CS 012 588

Ford, Michael P.
Are You Listening? Honoring the Voices of Preservice and

Protestantism and as expressed in Speght's pamphlet and elsewhere, delineated the behaviors considered ethical for women. Early modern beliefs about gender decorum defined women's primary tropes and relegated women's work to the preservation of men's acquisitions. Women were to be ensconced "safely" at home--specifically discouraged from tapping into the newly popular channel of print. Women were "written upon" by the oral text of the community's gossip about them. Within such constraints, Rachel Speght's voice subversively constructed her identity as a good, yet individuated, woman. Her obedience in her ethos resulted, in part, from her use of her sources: Much of Speght's work relies on Biblical material, Saints' lives, and Christian doctrine for evidence. Speght argues repeatedly for a redefinition of women's essential nature by shifting the Bible's negative, essentializing statements about the nature of women to situated statements about women and men in historical time. Her attempt to transcend her rhetorical situation can teach students much about how feminism can function outside of modern and post-modern expectations and about how the character of the speaker, her culture, and her words can merge to create an empowered, individuated ethos. (Contains 14 references.) (NKA)

ED 398 585 CS 215 429

McDonald, Robert L.
The Writing Portfolio and English Program Assessment: Of Bumps, Bruises, and Lessons Learned.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Educational History; *English Departments; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); State Regulation; *State Standards; *Student Evaluation
IDENTIFIERS- Capstone Programs; *Virginia; *Virginia Military Institute

In January 1986, the State Council of Higher Education for Virginia (SCHEV) issued several recommendations with far-reaching implications for Virginia's colleges and universities, namely, "that all state-supported institutions of higher education establish procedures and programs to measure student achievement." By all accounts the English department of Virginia Military Institute (VMI) assumed an early and preemptive role in the assessment initiative. The assessment committee had devised a 3-part assessment mechanism: (1) an alumni survey every 5 years; (2) annual exit interviews; and (3) a senior capstone portfolio project. Resistance to the portfolio was minimal at first but soon objections arose. Some felt the scoring process, even for just 20 majors, would be unwieldy. Many worried that it would infringe on academic freedom by requiring a certain kind of writing assignment in department courses. Others were concerned about using a writing assessment instrument for work in a department concerned mainly with literature. In the end, portfolio assessment was voted on and passed. A committee has continued to work on remaining concerns. It has refined the process of submission, the requirements for submission, the process of evaluation, and the anthropology, Park's sociology, and various strands of pragmatism and cultural nationalism--ideas that shaped the New Negro movement and the literary field, where the movement flourished. The book tracks the resulting transformation of literary institutions and organizations in the 1920s (most of which were not located in academia and owe little to higher education), offering a detailed account of the journals and presses, Black and White, that published the work of the "New Negroes." The cultural excavation undertaken in the book discredits bedrock assumptions about the motives of White interest in the Harlem Renaissance, and about Black relationships to White intellectuals of the period. Also undertaken in the book is an investigation of the tensions among Black intellectuals of the 1920s. Analysis in the book shows that the general expansion of literature and the vogue of writing cannot be divorced from the explosion of Black literature often attributed to the vogue of the New Negro--any more than the growing sense of "Negro" national consciousness can be divorced from expanding articulations and permutations of American nationality. The book concludes with a fullscale interpretation of the landmark anthology "The New Negro." (NKA)

ED 398 604 CS 215 466

Calderonello, Alice
Mapping the Terrain of Literacy.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; English Instruction; Higher Education; Junior High Schools; *Literacy; Mathematics Instruction; *Team Teaching
IDENTIFIERS- Boundaries; Bowling Green State University OH; Ohio (Toledo); *Professional Concerns

Several types of boundaries divide individuals. These boundaries can be classified as: (1) those created by a physical barrier and/or geographical distance; (2) institutional boundaries; and (3) professional boundaries. Sometimes boundaries play themselves out in a real situation, for example, in a collaborative teaching project involving faculty and graduate students from Bowling Green State University's English and mathematics departments and English and mathematics teachers (and their students) from Robinson Junior High in Toledo, Ohio. Time and effort are required to commute to Toledo for the project and to coordinate with administrators who have different responsibilities and agendas. "Mapping a terrain" conjures up images of the frontier, but the terrain which must be negotiated by educators is densely populated, and crossing "new and different borders" requires a good deal of diplomacy. (CR)

ED 398 605 CS 215 467

Whalen-Schmeller, Bev
Paradigm Paradox in Adult Education.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th,

ED 398 623 EA 027 787

Hange, Jane E.; Leary, Paul A.
An Analysis of the Actions and Decisions Made in West Virginia School Board Meetings, August 1990 through August 1995. Final Report.
SPONS. AGENCY- West Virginia School Boards Association, Charleston.
PUB DATE- 23 May 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Role; *Boards of Education; *Decision Making; *Educational Administration; Educational Planning; Elementary Secondary Education; *Policy Formation; School Organization
IDENTIFIERS- *West Virginia

A recent review of literature on local school-board roles in decision making found only two research studies that examined the actions and decisions of board members. This paper presents findings of a study, commissioned by the West Virginia School Boards Association (WVSBA) and funded by the West Virginia legislature, that examined the kinds of decisions and actions taken during regular meetings of local school boards in the state between August 1990 and August 1995. A previous study examined school-board decision making for the period 1985-90. Data were obtained from analysis of the minutes of 55 local school-board meetings. Findings show that boards most frequently addressed the issue of personnel decisions (almost 23 percent of the total decisions), followed by financial decisions (almost 21 percent). In light of the findings, the following recommendations are offered: (1) School boards and district administrators need to engage in more and better long- and short-term planning; (2) boards may need to provide more opportunities for community members to address the board; (3) boards should consider establishing a review process during regular work sessions; and (4) boards using the consent agenda should exchange information with those boards not using it. Two figures are included. (LMI)

ED 398 624 EA 027 782

Townsend, Tony
Community Perceptions of Self-Managing Schools.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; *Educational Equity (Finance); Educational Finance; *Educational Resources; Elementary Secondary Education; Foreign Countries; Free Enterprise System; *Institutional Autonomy; *School Based Management; School Effectiveness
IDENTIFIERS- *Australia (Victoria)

In Victoria, Australia, every government school in the state is a self-managing school. The Victorian system of school-based management is called "Schools of the Future." This paper presents findings of a study that sought opinions of the school community toward various aspects of the Schools of the Future program and its outcomes. A questionnaire received responses

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Performance; Program Implementation; School Effectiveness; State School District Relationship; *State Standards; Student Evaluation

State-level policymakers, local-level administrators, and teachers alike are interested in how standards actually apply to classroom learning. This paper presents answers to questions that policymakers and educators should consider before implementing standards-based education at the local level. The following questions help sort through the practical issues of standards-based education: (1) From which sources should the standards be derived? (2) Who will set the standards? (3) What types of standards shall be written? (4) In what format should the standards be written? (5) At what levels will benchmarks be written? (6) How should benchmarks and standards be assessed? (7) How will student progress be reported? and (8) For what shall students be held accountable? (LMI)

ED 398 643 EA 027 818

Marzano, Robert J.; Kendall, John S.
The Fall and Rise of Standards-Based Education. Issues in Brief.
PUB DATE- Feb 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; National Curriculum; Performance; School Effectiveness; *State Standards; Student Evaluation

Over the last several years, state boards of education have become increasingly engaged in the development of content and performance standards and the assessments that will accompany them. This guidebook provides information on the move toward standards-based education. Part 1 provides a brief historical overview that places the standards movement in the context of recent education-reform movements and surveys some of the problems that have arisen in the development of standards at the national level. The standards-based movement arose due to lack of consistent curriculum, variation among current grading practices, lack of attention to educational outputs, and the existence of national curricula among other countries with reputations of academic excellence. Conclusions are that: (1) Setting standards is a very technical process that should not be taken lightly; and (2) approaches must be tailor-made to individual schools and school districts. Part 2 offers a technical review that discusses the nature and technical aspects of standards in more detail and summarizes the Mid-continent Regional Educational Laboratory (McREL) resource database. The database was derived through an analysis of relevant documents across various content areas and is presented in a common format designed to help schools and districts develop educational standards. Four technical issues respond to future enrollment caps, participation of

kindergarten through second grade students in the gifted program may be further reduced. Program analysis indicated that the percentage of minority students in gifted programs in districts implementing Plan B (which focused on increasing minority participation) has increased nine percent over the past 5 years. Preliminary data indicated that few additional schools would have been reported as "critically low" or on a warning list if the scores for gifted students had been excluded from educational assessment data. An appendix shows the number of gifted children by grade for every Florida school district. (CR)

ED 398 663 EC 304 955

Fenichel, Emily, Ed.
Gaining Perspective on Parenting Groups.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Disabilities; Early Childhood Education; Family Involvement; Family Needs; *Family Programs; Infants; *Parent Associations; Parent Attitudes; Parent Child Relationship; *Parent Education; Parenting Skills; Parent Participation; Program Development; *Social Support Groups; Toddlers

This theme issue offers a collection of articles focusing on support groups for parents of infants and toddlers, including the following: (1) "Gaining Perspective on Parenting Groups" (Nick Carter and Cathie Harvey) which reviews the purposes, history, and essential ingredients of such groups; (2) "The MELD Experience with Parent Groups" (Joyce Hoelting and others) which describes the Minnesota Early Learning Design group-based parenting education program; (3) "Revisiting Parenting Groups: A Psychosocial Approach" (Barbara Frazier and others) which describes implementation of a new parent education model in Florida's Child Abuse Prevention Project; (4) "Family Support While You Wait: Lessons from the Detroit Family Project" (Susan Whitelaw Downs and Donna Walker) which describes a program providing casual parent education services in clinic waiting rooms; (5) "Getting a Shot at Life through Group Action Planning" (Ann P. Turnbull and others) which describes a family support model including characteristics of both individualized team planning and support groups; and (6) "Beyond the Pizza Dinner: Natural Alternatives to Parent Support Groups" (Tracy Price-Johnson and Lucy Miller) which describes an effort to create opportunities for informal relationships among parents of typically developing children and children with disabilities. Also included are a list of 45 Zero to Three articles on parenting groups and descriptions of seven recent books and two videotapes. (Individual articles contain references.) (CR)

ED 398 664 EC 304 956

Wilson, Jimmie Joan
The Classroom Notetaker: How To Organize a Program Serving Students with Hearing Impairments.
PUB DATE- 96
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

serious Emotional Disturbances (SED) and/or Severe Behavior

Disorder (SBD) who participated in the Georgia Psychoeducational Network Program (GPN). "The 1982 Cohort of GPN Preschoolers--Where Are They in 1987-1988?" (Juanda Ponsell and others) reports the placement of 75 preschoolers with SED/SBD 5 years later. "A Five Year Follow-up of the 1981-1982 Cohort of Handicapped Preschoolers Served in the GPN" (William W. Swan and others) evaluates the placement of 169 preschoolers 5 years later. "Staff Development Needs of Beginning and Experienced Teachers of BD/SED Students--An Initial Study" (Judi Kelley) reports results of a questionnaire on 44 teachers' staff development needs. "Prescribed Medications for SED/SBD Children and Youth in 1987-1988" (Wayne Moffett and others) reports on a study of 764 students with SED/SBD who received prescribed medication. In "A Comparison of Teacher Perceptions of BD/SED Student Behaviors in Three Placements--A Pilot Study" (John T. Haggerty and Thomas H. Cope), a study evaluating teachers' perceptions of the behaviors of 43 boys with SED/SBD is reported. "Demographic Descriptors of GPN Students--1986-1987" (N. Wayne Moffett and William W. Swan) evaluates demographic data of 4209 students with SED/SBD. "The Dalton Emotional Severity Index--An Interim Report on Development" (George Andros) describes the history of the development of this measure. (Each paper contains references.) (CR)

ED 398 682   EC 304 974

Swan, William W., Ed.; Brown, Carvin L., Ed.
The Georgia Psychoeducational Network (GPN) Research Report, 1989.
PUB DATE- 89
NOTE- 49p.; Published annually. For other reports in this series, see EC 304 971-976.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Administrator Attitudes; *Autism; *Behavior Disorders; Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Inservice Teacher Education; Intervention; Leadership Qualities; Leadership Responsibility; *Needs Assessment; Parent Attitudes; *Parent Education; *Professional Development; Stress Management; Student Characteristics; Surveys; Teacher Attitudes
IDENTIFIERS- Georgia; *Georgia Psychoeducational Network

This collection of papers includes five articles on the education of students with emotional and/or behavioral disorders participating in the Georgia Psychoeducational Network Program (GPN). "Training Needs of Fully Certified BD Teachers in the Georgia Psychoeducational Network" (Robert J. Stansberry) found, in a survey of 203 certified teachers of students with Behavior Disorders (BD), that teachers expressed a need for training in social skills/affective education and strategies for dealing with job-related stress. "GPN Program Needs Assessments: Three Examples" (William W. Swan and others) describes the needs assessment process used with three GPN programs in terms of purpose, importance, strategic characteristics, and procedures. "The Training Needs of Parents of Students in Programs for Severe Emotional Disturbance, Behavior Disorders, and Preschool Handicapped" (Harry L. Dangel and Michael D. Powell) reports on a survey of parents of students with severe emotional disturbances and/or BD focusing on their child-rearing training needs. "An Initial Study To Describe Autistic Children in the Georgia Psychoeducational

Needs; Individualized Education Programs; Individualized Family
Service Plans; Inservice Education; Legal Responsibility;

Lesson Plans; *Paraprofessional School Personnel; Parent School Relationship; School Aides; *Staff Development; Staff Role; Student Evaluation; Teacher Aides

The fifth in a series of federally supported modules for training paraprofessional school personnel who work with students with disabilities, this module focuses on early childhood education needs of children with disabilities. Both a facilitator's edition and a student's edition are provided. Chapter 1 presents material on fundamentals and legal foundations of early intervention and the roles and responsibilities of paraprofessionals. Chapter 2 describes the basic principles of child development and developmental domains. Individualized Education Plans, the assessment of the child and family, and development of instructional goals and objectives are discussed in Chapter 3. Chapter 4 focuses on the classroom, with information on appropriate practices, instructional techniques, and monitoring progress. The needs of families are evaluated in Chapter 5, which examines working with families, the development of cross-cultural competence, community integration, and the paraprofessional's role. Seven appendices include: a handout on accessible child care, a listing of model learner outcomes, a sample Individualized Education Plan form, an Individualized Family Service Plan form, articles on behavior management, a play checklist, and a family needs survey. The facilitator's edition offers learning activities and information sheets to be used as transparencies. (Contains 22 references.) (CR)

ED 398 699 EC 304 991

Ness, Jean E.
Working with Individuals Who Are Medically Fragile or Have Physical Disabilities. Module Six. Facilitator's Edition and Student's Edition. Strategies for Paraprofessionals Who Support Individuals with Disabilities Series.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 597p.; For other modules, see EC 304 986-992.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Abuse; Child Neglect; Curriculum Guides; Demography; Drug Therapy; Elementary Secondary Education; Federal Legislation; *Health Services; Inclusive Schools; Inservice Education; Interpersonal Communication; Intervention; Legal Responsibility; Lesson Plans; *Paraprofessional School Personnel; *Physical Disabilities; Problem Solving; School Aides; School Nurses; *Special Health Problems; *Staff Development; Staff Role; Teacher Aides; Teamwork
IDENTIFIERS- *Medically Fragile

The sixth in a series of federally supported modules for training paraprofessional school personnel who work with students with disabilities, this module presents information on working with individuals who are medically fragile or have physical disabilities. Both a facilitator's edition and a student's edition are provided. Chapter 1 examines the changing roles of education related to students with disabilities. Chapter 2 investigates national demographics related to disabilities. Inclusive language is discussed in Chapter 3. Chapter 4

ED 398 716 EC 305 009

Tannenbaum, Richard J.; Rosenfield, Michael
The Practice of Audiology: A Study of Clinical Activities and Knowledge Areas for the Certified Audiologist. Research Report.
SPONS. AGENCY- American Speech-Language-Hearing Association, Rockville, MD.
PUB DATE- Apr 96
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Allied Health Personnel; *Audiology; *Certification; *Communication Disorders; Competency Based Education; Employment Qualifications; Hearing Impairments; Higher Education; *Job Analysis; Job Skills; Knowledge Level; Language Impairments; *Professional Education; Skill Analysis; Speech Impairments; Speech Language Pathology; Surveys

This job analysis study examined the tasks, knowledge, and skills involved in the practice of audiology, to modify and update the audiology performance domains identified in a 1987 study. The job analysis involved a multi-method approach that included a panel of 14 subject matter experts and a survey of 1,331 practicing audiologists, 87 educators, and 126 clinical fellowship supervisors of audiologists. The survey asked participants to: rate the importance of specific clinical activities and knowledge areas for newly certified audiologists; identify where the clinical activities and knowledge areas are learned by newly certified audiologists; and identify where clinical activities and knowledge areas should be learned. Findings indicated that practitioners, educators, and clinical-fellowship supervisors were in agreement in terms of the clinical activities and knowledge areas needed by entry-level audiologists and of their relative importance. Practitioners and clinical-fellowship supervisors agreed that many of the clinical activities and knowledge areas should be learned or acquired earlier in the educational process than is currently the case. Educators, however, did not share this belief, feeling that clinical activities and knowledge areas were being learned and acquired at the appropriate time. Findings have implications for modification of certification standards and redesign of curriculum and design of certification examinations. (CR)

ED 398 717 EC 305 010

Reducing Out-of-Community Residential Programs by Improving Services to Children with Serious Emotional Disturbance and Their Families. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Planning; *Community Programs; *Delivery Systems; Demonstration Programs; Elementary Secondary Education; *Emotional Disturbances; Family Involvement; Family Programs; Human Services; Inservice Education; *Intervention; *Models; Prevention; *Program Development; Program Effectiveness; Staff Development; Student

1996).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Educational Strategies; *English (Second Language); Grade 5; Intermediate Grades; Limited English Speaking; Longitudinal Studies; *Mathematics Instruction; Program Descriptions; Program Effectiveness; Program Evaluation; Second Language Instruction; Spanish Speaking; *Summer Programs; *Transitional Programs
IDENTIFIERS- Content Area Teaching

A 3-year study applied the four-dimensional pedagogical theory and model of transitional bilingual education in a school with a large Hispanic population, using mathematics content as the vehicle for teaching English. Subjects were approximately 200 fifth-grade limited-English-proficient (LEP) students in three cohorts in a 6-week voluntary summer program. Data on student achievement were drawn from Spanish and English math pre- and post-tests, with the students selecting the test language. The principal aims of the program were to improve LEP student achievement in math using both languages, and to prepare the students for middle school and help them maintain math skills during the summer. Results indicate overall mathematics improvement over the 3 years of the study, ranging from 3-27 percent gains in the four assessed areas of mathematics (fractions, charts and graphs, measurements and geometry, problem-solving); no negative differences or equivalent scores were noted. Overall score gains were 22 percent for the first cohort, 14 percent for the second, and 8 percent for the third. Annual gains differed for the four skill areas. In anecdotal reports, teachers reported more strengths than weaknesses in the program. Overall, the experiment was found successful. (MSE)

ED 398 736 FL 024 038

Bouton, Lawrence F., Ed.; Kachru, Yamuna, Ed.
Pragmatics and Language Learning. Monograph Series Volume 5.
PUB DATE- 94
NOTE- 328p.; For individual papers, see FL 024 039-056.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Students; Comparative Analysis; Contrastive Linguistics; Counseling; Cross Cultural Studies; Cultural Traits; Discourse Analysis; *English (Second Language); English Literature; Foreign Students; Grammar; Intercultural Communication; Interpersonal Communication; Japanese; *Language Patterns; *Language Research; Language Usage; Language Variation; *Linguistic Theory; Multilingualism; North American English; *Pragmatics; Rhetoric; Second Language Learning; Semantics; Sociocultural Patterns; Spanish; Speech Acts; Structural Analysis (Linguistics)
IDENTIFIERS- Binding Theory; Discourse Markers; Markedness; *Questions; Turn Taking

This volume on pragmatics and language learning includes the following: "'Cultural Scripts': A Semantic Approach to Cultural Analysis and Cross-Cultural Communication" (Anna Wierzbicka); "Issues in Second Language Learning in a Multilingual Context" (Ayo Bamgbose); "Cross-Cultural Speech Act Research and the Classroom" (Yamuna Kachru); "Pragmatics Consciousness-Raising in an EFL Context" (Kenneth R. Rose); "Discourse Analysis and Instructional Flexibility: A Pragmatic Grammar" (Francois V. Tochon, Jean-Paul Dionne); "Can NNS Skill in Interpreting Implicatures in American English Be Improved through Explicit academic failure to the institution itself, but to families and student effort. Subjects also perceived ethnic differences in educational attitudes. (Contains 23 references.) (MSE)

ED 398 756 FL 024 062

Kuntz, Patricia S.
African Studies Centers' Students of Arabic and of Swahili.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *African Studies; Age Differences; *Arabic; College Students; Cultural Education; *Language Aptitude; *Language Attitudes; Language Enrollment; Language Proficiency; Listening Comprehension; Second Language Learning; Speech Skills; *Student Attitudes; *Swahili; Uncommonly Taught Languages

A study examined beliefs about language learning held by students of Arabic and Swahili in six African studies programs. A survey administered to 134 students gathered demographic information and student attitudes about 47 statements concerning language learning strategies, ability, usefulness, and skill difficulty, multilingualism, and reasons for learning a language. Results indicate differences in student attitudes across institutions. However, ten common beliefs were identified: (1) it is easier for children than adults to learn a foreign language; (2) some languages are easier to learn than others; (3) it is better to learn a foreign language in the foreign country; (4) it is important to repeat and practice a lot; (5) learning a language differs from learning another subject; (6) everyone can learn to speak a foreign language; (7) individuals are interested in the culture of the target language; (8) one shouldn't say anything in the target language until one can say it correctly; (9) learning a language is mostly translation from English; and (10) to listen to something in a foreign language, one must know all the words. Appended materials include data on time required for second language learning, the survey instrument, a history of Arabic and Swahili teaching in the United States, and enrollment data for these languages. (Contains 50 references.) (MSE)

ED 398 757 FL 024 063

Briskina, Galina
Understanding the Interpreter's Role: An Analysis of Interpreter-Mediated Doctor/Patient Communication.
PUB DATE- Mar 96
NOTE- 60p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Immigrants; *Information Transfer; *Intercultural Communication; Interpersonal Communication; *Interpreters; *Interpretive Skills; Interviews; Language Patterns; Language Role; Language Usage; *Physician Patient Relationship; Role Perception; *Translation
IDENTIFIERS- *Turn Taking

A study investigated the role of the interpreter in doctor-patient communication by analyzing four complete medical interviews at a large urban hospital, each involving one of two associated with four-year college attendance were not common to the low-income students. (MSE)

ED 398 776 HE 029 304

The Economic Impact of the State University of New York on the State of New York.
SPONS. AGENCY- Small Business Administration, Washington, D.C.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Graduates; College Students; Economic Development; *Economic Impact; Educational Benefits; *Educational Economics; Employment Patterns; *Expenditures; Federal Aid; Grants; Higher Education; Institutional Characteristics; Inventions; Labor Force Development; Multicampus Colleges; Private Financial Support; Research Projects; School Community Relationship; School Personnel; Small Businesses; *State Universities; Student Financial Aid; Taxes; Technology Transfer; Tourism
IDENTIFIERS- Economic Impact Studies; *New York; *State University of New York

A study of the impact of the State University of New York (SUNY) on the state's economy is reported. In 1992-93, about $9.2 billion of the state's economy was a direct result of spending by SUNY, its employees, students, and visitors; about five times the state's investment in SUNY in fiscal 1993. Annually, graduates add $16.8 billion to the economy through increased personal earning power. One-third of all New York high school graduates enroll at a SUNY campus, and SUNY enrollments are one-half of the state's college enrollments. SUNY has 1.4 million graduates in the state. It attracts out-of-state dollars through research grants, non-resident and foreign student spending, and federal student aid. It employs 78,997 people directly, and 32,952 additional jobs are attributable to SUNY expenditures. In 1993, employees paid about $534 million in income, sales, and property taxes to the state. In 1992-93, students spent about $2.2 billion for off-campus expenses related to attendance. In 1993, about 1.2 million people visited SUNY campuses and spent $50 million in the local economy. Research and other externally-funded programs at SUNY have grown to $330 million in 1994. Over 7,000 sponsored research programs directly benefit local areas, and research activities generated over 8,000 jobs. SUNY-associated tax revenues directly contribute over $875 million to the state and $681 million to local governments. (Contains 34 references.) (MSE)

ED 398 777 HE 029 374

Farish, Maureen; And Others
Equal Opportunities in Colleges and Universities: Towards Better Practices.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Change Strategies; *College Faculty; Compliance (Legal); Data Analysis; *Educational Policy; Employment Opportunities; *Equal Education; *Equal

establishment of an acceptable appeals process. Provision of severance benefits to affected employees and attention to the residual effects on remaining employees are components of a prudent risk management strategy. (CK)

ED 398 794 HE 029 391

Reklaitis, Robert F.; And Others
Guidelines for Affirmative Action Programs. Promoting Equal Opportunity in Higher Education and Authors' Addendum.
PUB DATE- Jun 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Affirmative Action; Change Strategies; *Compliance (Legal); *Court Litigation; Decision Making; *Equal Education; Higher Education; *Legal Responsibility; Racial Discrimination; *Risk Management; Sex Discrimination; Trend Analysis

This paper reviews critical court cases regarding affirmative action and offers guidelines to institutions of higher education evaluating and developing their affirmative action programs in the context of continuing changes in this aspect of law. It discusses the following aspects of affirmative action: what affirmative action is and the need for affirmative action plans, the legal foundation for affirmative action, and the recent legal history surrounding this issue. The paper emphasizes that institutions should: (1) ensure that their affirmative action plan has a clear purpose; (2) narrowly tailor the plan to achieve that purpose; (3) periodically audit or assess the plan; and (4) make allowances for special considerations. A checklist for institutions evaluating or developing affirmative action plans is offered. A matrix chart compares six major legislative and executive statutes and authorities concerning race and gender discrimination. Major cases discussed in the paper include: Hopwood v. Texas (1996), Adarand Constructors v. Pena (1995), and Regents of the University of California v. Bakke (1978). The appendix provides summaries of these and other significant affirmative action cases from 1978 to 1996. (CK)

ED 398 795 HE 029 392

Degrees Awarded by Oregon's Degree-Granting Colleges and Universities, 1993-94.
PUB DATE- Mar 96
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Students; Community Colleges; Data Collection; *Degrees (Academic); Doctoral Degrees; Ethnic Groups; Graduate Study; *Higher Education; Masters Degrees; Private Colleges; Professional Education; Public Colleges; *Racial Composition; *State Surveys; *Statistical Data; Statistical Surveys; Tables (Data)
IDENTIFIERS- Integrated Postsecondary Education Data System; *Oregon

This document presents statistical data in summary form on the associate, Bachelor's, Master's, doctoral, and first all organizational stakeholders. "How Do Selected HRD Professionals View the State of the Succession Planning Art?" (William J. Rothwell) presents results of a survey of 350 HRD professionals, with a focus on opinions about Successful Planning (SP). It reports that the highest frequency of HRD professionals from organizations with and without SP programs perceived such programs to be critically important. (YLB)

ED 398 360   CE 070 964

University HRD Programs.
PUB DATE- Mar 95
NOTE- 40p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Development; *Graduate Study; Higher Education; Human Resources; *Labor Force Development; Longitudinal Studies; Management Development; Outcomes of Education; *Program Development; Program Implementation; Program Improvement; Student Attitudes; *Team Training; Teamwork; Theory Practice Relationship; Universities

These four papers are from a symposium that was facilitated by Larry M. Dooley at the 1995 conference of the Academy of Human Resource Development (HRD). "Genesis and Continuance of an HRD Academic Program: A Longitudinal Study" (Verna J. Willis, William M. Kahnweiler) reports a study specific to an HRD academic program. Findings are presented that indicate students believed the program could be improved through continuing relationships with the university. "Theory and Practice on Preparing HRD Professionals" (John A. Henschke) clarifies the terms theory, practice, academic program, learning, and learning organization. It traces some history of the issue. It provides a case illustration of how an HRD professional prepared in a program advocating a supportive connection between theory and practice, modeled that in his own professional career, and developed support within the university setting. "Responding to Business Needs: Strategies to Facilitate Group Learning to Organizations" (Brenda S. Gardner, Sharon J. Korth) discusses the use of teams in organizations and how graduate programs can respond to these organizations' needs. "Evaluation and Evolution of a HRD Program" (Robert C. Schwindt) synthesizes findings of several research studies completed by graduate students enrolled in the Master of Science degree in HRD program at Pittsburg State University (Kansas). The paper emphasizes suggestions on program improvements taken from results of studies involving students and graduates. (YLB)

ED 398 361   CE 070 965

Contextual Learning Issues in HRD .
PUB DATE- Mar 95
NOTE- 48p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Adult Education; *Career

PUB DATE- 18 Dec 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Distance Education; *Educational Attitudes; *Educational Technology; *Multimedia Instruction
IDENTIFIERS- *Winemaking

A study was conducted to determine whether wine experts, already trained in the traditional oenology method, would be interested in learning about wine through multimedia and distance learning. Data were gathered from 113 of the 502 members of the American Wine Society who attended a national conference in November 1995. About 58 percent were male and 43 percent female, 33 percent single and 67 percent married. The majority of those queried reportedly earn over $101,000 per year. Many of those questioned were experts, although some were novices who were very interested in wine. The Pearson's r test with a correlation at less than .05 was used to assess the correlations between the degree of wine expertise and interest in learning oenology through multimedia and distance learning. The study found that those who had previously used multimedia and distance learning (50 percent of those who filled out the questionnaires) were more likely to favor learning oenology through these means. Experts in instructional technology agreed that multimedia and distance education could be used effectively in teaching oenology. (Appendixes include the survey, a sample of wine information available on the Internet, and survey results. Contains 38 references. (KC)

ED 398 379 CE 071 645

Awakening Sleepy Knowledge: Transformative Learning in Action. Final Report of the Transformative Learning through Environmental Action Project.
SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).
PUB DATE- 95
NOTE- 372p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Case Studies; Community Programs; Computer Networks; *Conservation (Environment); Developed Nations; Developing Nations; *Educational Strategies; *Empowerment; *Environmental Education; Foreign Countries; International Educational Exchange; *Role of Education; Rural Areas; Workshops
IDENTIFIERS- Brazil; Canada; El Salvador; Germany; India; International Surveys; Sudan; *Transformation Theory (Adult Learning); *Transformative Learning; Venezuela

This document summarizes and presents materials produced during a qualitative international study of the role of transformative learning in achieving sustainable societies and global responsibility that included the following activities: case studies of experiences with transformative learning in seven countries; international survey and workshop; and establishment of an electronic computer-based network for administration of the project. The document begins with an overview of the project's objectives, methodology, and findings. Presented next are the following case study and working reports: "Transformative Learning through Environmental Action: Berlin and Brandenburg as Centers of Environmental Activism, Organic

Fusch, Gene E.
The Need for a Federal Vocational Grant Proposal Writers Resource Guide in the State of Washington.
PUB DATE- Jun 94
NOTE- 55p.; Master of Science Research Project, Southern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Educational Finance; Federal Aid; *Grants; Grantsmanship; Guides; Needs Assessment; *Program Proposals; *Proposal Writing; Statewide Planning; *Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Washington

A study assessed the need for and determined the content of a resource guide for writing federal vocational grant proposals by personnel of community and technical colleges in the state of Washington. A review of the literature and research found that community and technical colleges found an ever-increasing portion of their budgets were dependent on federal grant money, and the majority of materials written for grant proposal writers were directed toward higher education institutions. Participants in the study were 59 administrators and faculty representing the 32 community and technical colleges and 4 volunteers representing the Washington State Board for Community and Technical Colleges. Data from the responses to open survey questions were assessed and analyzed. Findings indicated that grant readers at the state board did not agree or strongly disagree that there was a need for a resource guide for writing federal vocational grant proposals. The vocational administrators and faculty agreed there was a need for a resource guide and said they would use one if it were available. A resource guide should contain the following: general information on the various grant programs; information on how to plan a vocational grant proposal, write a grant proposal, and develop a vocational grant project; detailed information on what the grant readers are looking for in vocational training programs; and information on types of proposals that are accepted or rejected. Contains 25 references. The data collection instrument is appended. (YLB)

ED 398 397   CE 072 246

Magney, John
The Challenge of Educating for Quality and Productivity in the Technical Workplace.
PUB DATE- 11 Dec 94
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Group Activities; Group Dynamics; Higher Education; Intergroup Relations; Interpersonal Relationship; *Program Implementation; *Team Training; *Teamwork; *Technical Education

With the continuing shift toward more decentralized, team-based work structures, efforts to improve quality are often linked to efforts to improve productivity. This ongoing restructuring of the workplace has important implications for technical in the workplace. Some of the findings were the following: (1) generic skills and dispositions are important in work and to workers; (2) generic skills and dispositions vary with work context; (3) employers do not necessarily understand the skill requirements of their frontline work force; (4) employers may lack effective strategies for acquiring work force skills; (5) employers do little to foster skill development among nonmanagerial workers and sometimes take courses of action that undermine skill development; and (6) employers have weak connections with education providers for supporting acquisition or development of work force skills. (Contains 96 references.) (KC)

ED 398 414 CE 072 271

The 1996 Agenda for the National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; *Educational Research; Postsecondary Education; Program Evaluation; *Research and Development; *Research Methodology; *Research Projects; *Research Utilization; Secondary Education; *Vocational Education
IDENTIFIERS- *National Center for Research Vocational Education

This paper outlines the mission and projected projects for the National Center for Research in Vocational Education for 1996. The activities are organized around two functions: research and development and dissemination and training. Research and development is composed of six substantive areas: (1) the economic context of vocational education; (2) institutions, "systems," governance, and policy; (3) curriculum and pedagogy: innovative and effective practices in vocational education; (4) students in vocational education; (5) personnel in vocational education; and (6) accountability and assessment. Dissemination and training includes a dissemination program, a professional outreach program, and an office of student of student services. Projects to be conducted in each of these areas are profiled, with information included on project director, activities, and expected products. (KC)

ED 398 415 CE 072 272

Faraday, Sally
Assessing the Impact: Provision for Learners with Learning Difficulties and Disabilities. Developing FE.
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Ancillary School Services; *Educational Finance; Foreign Countries; *Learning Disabilities; Postsecondary Education; Program Development; Program Effectiveness; Program Implementation; *Technical Institutes; Vocational Education
IDENTIFIERS- England; Wales

The implementation of the 1992 Further and Higher Education (FHE) Act in Britain changed the statutory responsibilities for post-

Educational Opportunities; *Educational Policy; Educational Principles; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Higher Education; *Job Training; Postsecondary Education; Preschool Education; *Vocational Education; Youth Programs
IDENTIFIERS- *European Union; Iceland; Informal Education; Norway

This report provides information on the administration and structure of all levels of education and initial vocational training in 17 countries--the 15 Member States of the European Union and Iceland and Norway. Country reports are arranged in a similar way to facilitate comparison. Chapter 1 contains information on each country, the basic principles affecting the education and training systems, the distribution of responsibilities, administration, inspection, financing, private education, and advisory bodies. The following chapters cover preschool, primary, secondary (general, technical, and vocational) education, initial vocational training for young people, and higher education. Sections dealing with curriculum, assessment, teachers, and statistics follow a general description of the objectives and organization of each level. Statistical data cover the number of pupils/students, teachers, institutions and, where available, pupil-teacher ratios, attendance or completion rates, and the options taken up at different stages. Initial vocational training covers programs that are usually outside the formal education system, such as apprenticeship, youth training, and vocational integration programs. After a general outline, the higher education section includes the following: admission, fees/student finance, academic year, courses, qualifications, and assessment. Diagrams of the systems, with brief explanatory notes are found at the beginning of each chapter. (YLB)

ED 398 433 CE 072 310

King, Richard; Kruse, Wilfried
Relationships between Food Manufacturers and Retailers and Possible Implications for Training.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Food Processing Occupations; Food Service; *Food Standards; Foreign Countries; *Institutional Cooperation; Postsecondary Education; *Quality Control; *Retailing; Secondary Education; Vocational Education
IDENTIFIERS- *Germany; Netherlands; Spain; *United Kingdom

A pilot study examined the relationship between the retail sector and food and beverages industries and their implications for training. A range of case studies were undertaken in food manufacturing and retailing enterprises in the United Kingdom (UK) and Germany. The UK case studies examined the problems of manufacturers, both small and large, supplying large retailers; the perspective of a large retailer; and the franchiser-franchisee relationship and problems of supplying the catering sector. Participants in the UK case studies were a meat processor, fast food restaurant, supermarket, and liquid milk producer. Even without long term commitments between retailers and manufacturers, the system worked to give some degree of stability. Pressure was placed on the manufacturer to be innovative and responsive. The other vital ingredient was the commitment to quality. Participants in the German case studies were a delicatessen, health food cooperative, and large manufacturers of fresh milk products. Quality standards were which it can be used, including those facing today's managers. Chapter 1 outlines why some organizations no longer plan, describes the background of change and uncertainty that discouraged them, and defines HRP. Chapter 2 first discusses why, although facing some of the same pressures, other organizations continue to use HRP. The reasons discussed include planning for substantive reasons, i.e., to have a practical effect, and planning because of the process benefits. The second part of the chapter addresses where, how, and by whom HRP is carried out. Chapter 3 illustrates the uses of HRP. It contains selected examples pertinent to the problems that organizations are facing today and have always faced. Four issues are used to illustrate the sorts of uses to which HRP is put: determining staff numbers required at a new location; retaining highly skilled staff; managing an effective downsizing program; and determining where the next generation of managers will come from. Chapter 4 focuses on the process benefits of HRP, the value that comes from posing the questions more than attempting to answer them. It covers three broad areas in which asking the questions is seen as useful: thinking about the future, corporate control, and integrating actions. Chapter 5 looks toward the future of HRP. Contains 25 references. (YLB)

ED 398 451   CE 072 374

Giles, Leslie; And Others
A New Deal for Secretaries? Report 313.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Business Skills; Foreign Countries; *Futures (of Society); Interpersonal Competence; *Job Skills; Job Training; Occupational Information; Office Automation; Office Machines; *Office Occupations Education; *Secretaries; *Staff Development
IDENTIFIERS- Great Britain

A study identified the current and future skill requirements of secretaries through a review of available data and research literature; interviews with key players in the secretarial field and employers and secretaries in 20 British organizations; and a forum where research findings were discussed. Findings indicated that in the majority of organizations the number of secretaries had declined. Key factors driving changes in secretarial roles and functions were advances in information technology and increased computerization; changes in organizational structures; and changes in organizational cultures and working practices. The traditional secretarial role as support worker still predominated but research pointed to the emergence of two new secretarial roles: the team player and the independent worker. As support workers, secretaries were expected to have good oral and written communication skills, interpersonal skills, understanding of the organizational structure and nature of business, and ability to use a range of computer applications, office equipment, and technology. As team workers, they needed to be assertive, be able to manage pressure and conflicting demands, have an understanding of group dynamics, be both cooperative and collaborative, and be able to manage conflict and consensus. As independent workers, secretaries were developing their own areas of work and responsibilities. Little evidence was found that development and career opportunities

Needs; Research Problems; Social Science Research

Because human behavior is dynamic and influenced by multiple interacting variables, questions have emerged regarding the usefulness of a science that relies heavily on experimental methodologies. A review of current scientific practices in psychology illuminates how the cognitive authority of the field exonerates the standard view of science. This is widely represented in the literature through the use of experimental methodology, or more specifically, the randomized controlled trial. A discussion regarding the usefulness of non-experimental methodology in light of the current health care climate's emphasis on accountability ensues. Accountability concerns of efficacy and clinical utility will be addressed, especially as current scientific practices tend to keep in the margins valuable data. Valuable information remains uncovered: due to statistical insignificance, too many interacting variables for which to control, or because it is too subjective to be considered legitimate. Additionally, the data revealed is the data of interest to the authorities in the field and often is influenced by the current political climate. This is portrayed by the current emphasis on accountability, or providing evidence of efficient, and cost-effective practices. Contains 26 references. (JBJ)

ED 398 470 CG 027 177

McGhee, Marcheta; Satcher, Jamie
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: National Results.
SPONS. AGENCY- Council of State Administrators of Vocational Rehabilitation, Washington, D.C.
PUB DATE- Feb 95
NOTE- 21p.; For studies of individual states, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire

This study examined the job satisfaction and organizational commitment of rehabilitation counselors working in public (state/federal) rehabilitation agencies in the United States. Participants were 2,217 rehabilitation counselor survey respondents from 29 states whose agencies agreed to take part in the study. A total of 4,199 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that work behaviors are important predictors of overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and

Rehabilitation Counselors: North Dakota.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *North Dakota

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation in North Dakota are the focus of this study. Participants were 34 rehabilitation counselor survey respondents whose agency agreed to take part in the study. A total of 47 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. North Dakota's rehabilitation counselors showed patterns of job satisfaction similar to rehabilitation counselors in the larger, national sample. North Dakota's public rehabilitaton agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 489 CG 027 196

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Oregon.
PUB DATE- Mar 95
NOTE- 17p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Oregon

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agencies in Oregon are the focus of this study. Participants were 63 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. Because of the small population size, Oregon's general (n=120) and blind agency (n=10) counselor responses were combined. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; At Risk Persons; *Child Welfare; Employment Opportunities; Foreign Countries; *High Risk Students; *Homeless People; Program Evaluation; Secondary Education; Student Attitudes; Youth Employment; Youth Opportunities; Youth Problems; *Youth Programs
IDENTIFIERS- *Brazil

An experience in evaluating a program which is designed to help high risk adolescents is described. The program attempts to develop basic work and social skills of adolescents (N=40) living in slums or on the streets in Brazil. Psychological and social effects of the program were assessed by means of interviews and psychological tests (Draw-a-Person, Bender Gestalt, Raven, and Rosenberg's Self-Esteem Scale). Results showed that, despite the risk factors, large improvements took place in test performance. Additionally, the adolescents developed more realistic life projects and positive attitudes toward school and work. Some problems of using psychological tests with this particular population are discussed. It is also pointed out that such programs cannot be successful unless they eventually provide employment opportunities or referrals. (Author/TS)

ED 398 508 CG 027 287

Torrey, Gregory K.; Wright, Dan
Peer Behavior Ratings as Predictors of Sociometric Status.
PUB DATE- 96
NOTE- 8p.; Paper presented at the National Association of School Psychologists Annual National Convention (27th, Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Elementary School Students; *Grade 5; *Grade 6; Group Dynamics; Intermediate Grades; *Peer Evaluation; Peer Relationship; Popularity; *Predictor Variables; Social Behavior; *Social Status; Social Structure; *Student Attitudes
IDENTIFIERS- Peer Comparison

Although inquiries into social status have enjoyed increasing popularity in the literature, peer nomination techniques reveal little about the determinants of social preference. This study examined the relationship between two sociometric measures in predicting five categories of social status: (1) Popular; (2) Neglected; (3) Rejected; (4) Controversial; and (5) Average. The study's purpose was to determine whether broad-band peer behavior ratings might provide further information on factors influencing social status. The two measures used were the Pupil Evaluation Inventory (PEI) and the Peer Nomination Technique (PNT). The PEI assesses aggression, withdrawal, and likability while the PNT asks to students to assign their peers to one of the five social status categories listed above. A total of 223 5th- and 6th-grade students in 5 elementary schools participated. Behavior ratings results from the PEI provided a moderate predictor of Social Preference as indicated by the PNT. Although the relationships between the PEI and the PNT were found to be moderate, three conclusions could be drawn: (1) the convergence of detailed behavior ratings on more global nominations of likes and dislikes can reveal information on these determinants; (2) the continued use of the PEI is supported by the results; and (3) research into peer ratings, in general, merit further attention. Three tables presenting substances. The sample consisted of 233 students. Results appeared to support the following generalizations: students who use alcohol have a positive attitude toward drinking; gender, grade placement, and DARE participation status should be interpreted concurrently for attitude toward drinking; the independent variables gender and grade placement should be interpreted concurrently for the dependent variable Attitude Toward Nonprescriptive Mind Altering Substance Use; and the independent variables family structure, alcohol use, and knowledge of alcohol should be interpreted concurrently for the dependent variable Attitude Toward Nonprescriptive Mind Altering Substance Use. Implications of the study suggest that school officials should develop programs to reduce alcohol and substance abuse of middle and high school students and communities, in general, should focus greater attention on the use and abuse of alcohol and other substances. Appended are various pieces of correspondence, survey instruments, summary tables of alcohol use and substance use, and instructions for students. Contains 40 references. (RJM)

ED 398 528 CS 012 540

Lavadenz, Magaly
Towards a Balanced Literacy Instruction: Understanding Reading Skills within a Whole Language Paradigm.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Holistic Approach; *Language Arts; Lifelong Learning; Reading Attitudes; *Reading Instruction; *Reading Materials; *Reading Skills; *Whole Language Approach; Writing Instruction
IDENTIFIERS- California English Language Arts Framework

The goals outlined in the California Language Arts Framework (1987) include a call for Language Arts instruction that promotes a love of reading through a sense of personal fulfillment, a sense of effectiveness through which students acquire a range of lifelong learning strategies that foster full participation in the world of work and the access to knowledge in a democratic society. It is with these fundamental goals and principles for language learning that the task of selecting appropriate materials and teaching strategies for classroom use must be undertaken. Many basal reading programs totally ignore the criteria of connecting classroom experiences with real life in order to create responsible lifelong learners. Materials and activities which reflect the real world and whose use can be extended into the daily lives of children after they leave the classroom are and should be included in the daily instructional practices of literacy classrooms. Good readers make meaning from text through risk-taking and hypothesis-making. Good reading instruction is that which builds on students' background knowledge, the extent of which can be determined through meaningful interaction between teachers and students. Funding currently set aside for the purchase of basal readers should be used to (1) promote a more holistic method of instruction; (2) implement staff development at school sites; and (3) purchase trade books and other authentic sources of reading. (RS)

ED 398 529 CS 012 541

Improvement; *Reading Instruction; *Reading Programs; *Reading Readiness; Reading Skills
IDENTIFIERS- Illinois (North)

A study examined an early reading intervention program designed to lead children, identified with low reading readiness at the start of first grade, to an appropriate reading level by the end of a 6-month period. Subjects were students entering first grade in a middle class community in northern Illinois. The problems of low reading readiness were documented through assessments made at the beginning of the school year. Analysis of probable cause data revealed that students lacked sufficient exposure to written and spoken language, the alphabet, and phonemic patterns. Additionally, some children experienced physical, emotional, or attention problems that interfered with their readiness to read. A review of solution strategies suggested by literature and an analysis of the problem setting resulted in the development of a first-grade reading intervention program designed to provide additional language and reading experience to those found to be most in need of reading support. The program provided for: (1) systematic phonic instruction, (2) use of appropriately leveled literature, and (3) a structure compatible with the child's whole class reading instruction. It also included a parent involvement component. Results from post-intervention data indicated either mastery of or increased performance in the students' recognition and use of upper and lower case letters, beginning sounds, spelling, name recognition, print awareness, rhyme and reading levels. (Contains 6 tables of data, 4 graphs, and 33 references; various forms labelled A through I are appended.) (CR)

ED 398 548   CS 012 566

Codling, Rose Marie; And Others
The Teacher, the Text, and the Context: Factors That Influence Elementary Students' Motivation To Write. Reading Research Report No. 59.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Classroom Research; Elementary Education; Grade 3; Grade 5; Qualitative Research; *Student Motivation; *Teacher Role; *Text Structure; *Writing Attitudes; Writing Research
IDENTIFIERS- *Writing Motivation

A study investigated the writing motivation of 145 third- and fifth-grade students. Because self-perceived competence and task value interact in important ways to influence an individual's motivation, these two constructs were used as the basis for measuring children's motivation to write. Students responded to the Motivation to Write Scale (MWS), a 2-part survey designed to tap students' self-perceived competence as writers and the value they place in writing. In addition, 80 students participated in an interview to discuss their writing experiences. Classroom observations were conducted to learn more about the typical writing activities of these students. A qualitative analysis revealed the important role of three factors in students' writing motivation: the teacher, the type of text students encounter, and the classroom context.

Inservice Teachers in a Learning Community.
PUB DATE- 1 Dec 95
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discourse Analysis; *Field Experience Programs; Higher Education; Meetings; Methods Courses; *Student Attitudes; *Student Empowerment; *Teacher Behavior; *Teacher Education; *Teacher Educators
IDENTIFIERS- *Learning Communities; Preservice Teachers; University of Wisconsin Oshkosh

A study examined "Learning Community" meetings at the College of Education and Human Services at the University of Wisconsin Oshkosh in which professors, inservice teachers, and preservice teachers in a 15-hour semester block connected with a clinical field experience meet and engage in dialogue about the program. A total of four Learning community meetings were tape recorded and transcribed. Results indicated that (1) in three of the four meetings, all voices were heard to some degree, but the voice of the professor was overrepresented at all meetings; (2) the meetings focused on taking care of the business of the learning community--its potential use as a vehicle for collaborative study and research never really materialized; and (3) the preservice teachers valued the field experiences. Findings suggest a dilemma--as preservice and inservice teachers become co-contributors to learning communities, their voices will grow stronger. How will teacher educators honor preservice teachers' voices without losing their own? (RS)

ED 398 569   CS 012 590

McWhorter, Patti; And Others
Student-Generated Curriculum: Lessons from Our Students. Instructional Resource No. 30, Summer 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 38p.; For a related document, see CS 012 574.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Curriculum Design; English Instruction; High Schools; Instructional Effectiveness; *Student Centered Curriculum; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Alternative Assessment; Clarke County School District GA

A team of high-school English teachers at Cedar Shoals High School in Athens, Georgia, studied student-centered classrooms. Through different student-generated projects in their individual classrooms, they discovered common principles at work which affected the quality of academic experiences, their relationships with students, and the implications for future groups of students in their classrooms. Findings suggest that: (1) the classroom environment must be conducive to collaboration between the teacher and the students; (2) teachers must be willing to share responsibility for learning with the students; (3) a strong emphasis on group dynamics, teamwork, and collaboration is essential in student-procedures following failure. It has also worked on a holistic method of scoring. As changes continue to be made, resistance to portfolio assessment seems to be dissipating. The portfolio assessment grading criteria is appended. (Contains 12 references. (TB)

ED 398 586 CS 215 431

Sullivan, Patricia, Ed.; Dautermann, Jennie, Ed.
Electronic Literacies in the Workplace: Technologies of Writing. Advances in Computers and Composition Studies Series.
PUB DATE- 96
NOTE- 377p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Computer Networks; Editing; *Electronic Mail; Electronic Text; Higher Education; Hypermedia; Internship Programs; *Organizational Climate; Organizational Communication; *Workplace Literacy; *Writing Processes; Writing Research
IDENTIFIERS- *Writing Contexts

Contending that technology, especially when it networks writers to other writers, is more than a mere scribal tool, this book presents 14 essays designed to ignite interest in technology as one of the material conditions of workplace writing contexts. After an introduction ("Issues of Written Literacy and Electronic Literacy in Workplace Settings" by Jennie Dautermann and Patricia Sullivan), essays in the book are (1) "Writing with Electronic Tools in Midwestern Businesses" (Jennie Dautermann); (2) "Specialized Language as a Barrier to Automated Information Technologies" (Susan B. Jones); (3) "Electronic Mail in Two Corporate Workplaces" (Brenda R. Sims); (4) "Writing Technologies at White Sands" (Powell G. Henderson); (5) "Writing and Database Technology: Extending the Definition of Writing in the Workplace" (Barbara Mirel); (6) "After Automation: Hypertext and Corporate Structures" (Johndan Johnson-Eilola and Stuart A. Selber); (7) "Automating the Writing Process: Two Case Studies" (Douglas R. Wieringa and others); (8) "Online Editing, Mark-Up Models, and the Workplace Lives of Editors and Writers" (David K. Farkas and Steven E. Poltrock); (9) "Who 'Owns' Electronic Texts?" (Tharon W. Howard); (10) "Networking Technology in the Classroom: Whose Interests Are We Serving?" (Craig J. Hansen); (11) "Gaining Electronic Literacy: Workplace Simulations in the Classroom" (Nancy Allen); (12) "Tales from the Crossing: Professional Communication Internships in the Electronic Workplace" (Robert R. Johnson); (13) "Theorizing E-mail for the Practice, Instruction, and Study of Literacy" (Cynthia L. Selfe); and (14) "Working across Methodological Interfaces: The Study of Computers and Writing in the Workplace" (James E. Porter and Patricia Sullivan). (RS)

ED 398 587 CS 215 436

Watson, Marsha
Teaching To Learn: WAC, Composition, and Engineering Classrooms.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English

Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *High School Equivalency Programs; *Instructional Effectiveness; Secondary Education; *Student Needs; Teaching Methods; Theory Practice Relationship; *Writing Instruction; *Writing Strategies
IDENTIFIERS- GED Writing Skills Test

Two interviews, one with an experienced instructor of General Education Development (GED) classes and another with a student working towards a GED, provided a neophyte instructor with insight into the similarities and the differences between the composition teaching techniques learned in college and those which seem to be effective in teaching GED students. Among teaching strategies that work for GED are daily student journal or notebook entries, the five-paragraph essay, and a review of grammar rules. Students' social, educational, personal, and educational identities shape their needs in the classroom and, thus, the teaching methods required. This teaching experience suggests questions about the validity of the GED test in terms of its grammar-plus-essay format, its time limits, and its lack of feedback. Researchers should concentrate on how college composition and adult education are related. (CR)

ED 398 606 CS 215 474

Berlin, James A., Ed.; Vivion, Michael J., Ed.
Cultural Studies in the English Classroom.
PUB DATE- 92
NOTE- 343p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Cultural Context; *Curriculum Development; English Curriculum; *English Instruction; Higher Education; High Schools; *Instructional Innovation; Language Role; *Literary Criticism; Multicultural Education; *Writing Instruction
IDENTIFIERS- *Cultural Studies

This book opens up ways of teaching and devising programs which place the students' cultural experiences at the center of language production and consumption. It provides concrete models of cultural studies programs and classrooms for high school and college teachers who would like to try the "cultural studies approach." It also offers a "jargon-free" definition of cultural studies, describing its potential as an innovative method for teaching English and developing programs. Following introductory material, the 19 essays in the book are: (1) "Cults of Culture" (Michael Blitz and C. Mark Hurlbert); (2) "Committing the Curriculum and Other Misdemeanors" (Alan Kennedy); (3) "Composing a Cultural Studies Curriculum at Pitt" (Philip E. Smith II); (4) "A Very Good Idea Indeed: The (Post)Modern Labor Force and Curricular Reform" (Mas'ud Zavarzadeh and Donald Morton); (5) "The Syracuse University Writing Program and Cultural Studies: A Personal View of the Politics of Development" (James Thomas Zebroski); (6) "One Person, Many Worlds: A Multi-Cultural Composition Curriculum" (Delores K. Schriner): (7) "Giving Religion, Taking Gold: Disciplinary Cultures and the Claims of Writing across the Curriculum" (Christine Farris); (8) "'Writing about from a total of over 400 parents, teachers, and school councillors. The data suggest that respondents were generally happy with the decisions being made at the local level, particularly with their involvement in determining the direction the school should take; however, they felt that some decisions were out of their control (e.g., staffing and those made at the Directorate of School Education). The twin goals of increasing quality and decreasing funding has resulted in increased workloads for educators and parents. Respondents also expressed concern that the reduced level of resources given to Schools of the Future from the government greatly increased school responsibility to raise funds. Some schools were more capable than others at raising funds, which means that some students had access to a higher quality education than others (on the basis of per-pupil funds available). Thus, some schools may not succeed in their quest to become more effective, raising concerns about equity and resources. Five tables are included. (Contains 14 references.) (LMI)

ED 398 625 EA 027 783

Townsend, Tony
School Effectiveness and Restructuring Schools: What Does the Research Tell Us?
PUB DATE- Jan 96
NOTE- 24p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Minsk, Belarus, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decentralization; Decision Making; *Educational Resources; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; Free Enterprise System; Resource Allocation; *School Based Management; *School Effectiveness; *School Restructuring
IDENTIFIERS- *Australia (Victoria)

In some countries there has been a general trend toward centralizing control in areas such as the development and measurement of school goals while also increasing responsibility at the school level for financial and staffing decisions and for structuring learning activities to achieve those goals. The British and New Zealand educational reforms of the late 1980s are a case in point. While a national curriculum and evaluation system was being introduced, control of staffing and school budgets was being devolved to the school. A similar trend toward a national curriculum and statewide testing is evident in Victoria, Australia, particularly in the Schools of the Future. This paper examines data from school-effectiveness studies over the last decade and a half to answer the following questions about decentralization: whether or not there should be further decentralization of decision making; what arrangements should be made to ensure effectiveness; and how such decentralization should be funded. The research is inconclusive about whether the self-managing school will improve student outcomes. Certainly the case could be made that if student outcomes remain the same, but are achieved at considerably less cost to the public, then the move toward decentralization has been worthwhile. However, initial findings suggest that the decrease in funding has entailed a human cost in the form of increased workloads for principals, teachers, and parents. (Contains 69 references.) (LMI) are discussed--content versus curriculum standards, types of content standards, content versus performance standards, and the need for levels of standards. Guidelines are also offered for tailoring a standards-based approach to local needs. Four figures and a list of 85 documents used to construct the McREL database are included. (Contains 47 references.) (LMI)

ED 398 644 EA 027 819

Egelson, Paula; And Others
Does Class Size Make a Difference? Recent Findings from State and District Initiatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Classroom Environment; *Class Size; Elementary Education; Outcomes of Education; Program Implementation; *School Organization; State Legislation; *Teacher Student Ratio
IDENTIFIERS- Burke County Schools NC

Research has indicated that educators view class size as a factor in improving student learning. This publication summarizes findings about some recently implemented class-size initiatives. It highlights results from Tennessee's reduced class-size experiment of the 1980s; summarizes the efforts and results from other recent state-level initiatives (Florida, Nevada, Virginia, and Wisconsin); focuses on the efforts and results of a reduced class-size initiative in Burke County Schools, North Carolina; discusses the findings from and applications of these class-size initiatives; and provides an extensive reference section to enable educators to further explore issues surrounding class-size initiatives. Implemented in 1990, the Burke County initiative appears to have resulted in expanded classroom space, improved classroom management, strengthened instruction and assessment, enhanced student concept and relationships with peers, and improved teacher-parent communication. Data also show that students in the reduced-size classrooms had higher standardized test scores in reading and mathematics than did students in the control group. Issues to be dealt with include cost, allocation of classroom space, and the loss of teaching assistants in primary grades. One figure and two tables are included. (Contains 94 references.) (LMI)

ED 398 645 EA 027 820

Bolt, Dona Horine
Serving Pregnant and Parenting Students: Requirements for School Districts.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Early Parenthood; Federal Legislation; Pregnancy; *Pregnant Students; *School Districts; Secondary Education; Social Services; State Action; *State Legislation; *State

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accessibility (for Disabled); *Deafness; Elementary Secondary Education; *Hearing Impairments; Higher Education; Inclusive Schools; Learning Strategies; *Notetaking; Partial Hearing; Program Design; Program Development; Program Implementation; *Training Methods; Training Objectives

This guide describes how to establish a notetaking program to benefit students with hearing impairments in mainstream settings. Chapter 1 discusses the need for notetakers and includes subjects such as providing equal access, high-tech and low-tech notetaking, how the notes can be used, and who can use the notes. Chapter 2 provides information on obtaining administrative support, working through resistance, identifying clientele, assessing needs, and making preliminary plans. Chapters 3 and 4 deal with getting started and recruiting notetakers, including qualifications for notetakers. Chapter 5 focuses on training students to use notes and reviews readiness strategies, the training of college students, establishment of policies and expectations, and communication about the program and policies. Chapter 6 discusses training topics and methods for a training program for notetakers. Chapter 7 provides sample training agendas for 1-day, three-session, and multi-session programs. Chapters 8 and 9 highlight the principles of notetaking and provide tips for supervisors. Chapter 10 discusses evaluation of notetaking and continuing professional development for notetakers. Appendices include job descriptions of notetaker supervisors and elementary/secondary notetakers, evaluation forms, and a summary of the Americans with Disabilities Act. (Contains 46 references.) (CR)

ED 398 665 EC 304 957

Maker, C. June; King, Margaret A.
Nurturing Giftedness in Young Children Videotape and Book .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 64p.; A product of the National Training Program for Gifted Education. Based on a Council for Exceptional Children Symposium on Nurturing Giftedness in Young Children (Reston, VA, August 11-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Collected Works - Proceedings (021)
DESCRIPTORS- *Ability Identification; Classroom Techniques; Cultural Awareness; Curriculum Design; *Curriculum Development; Educational Environment; *Educational Practices; Educational Strategies; Elementary Education; *Gifted; Minority Groups; Parent Participation; Program Development; *Student Development; Talent; Talent Identification; *Teaching Models
IDENTIFIERS- Developmentally Appropriate Programs; Multiple Intelligences

This book and video are based on a symposium on ways to foster giftedness in children in kindergarten through third grade. Emphasized throughout are DISCOVER projects, federally funded research and development projects to assist Arizona educators in identifying and planning programs for gifted children from diverse cultural, ethnic, and linguistic backgrounds. Chapter 1 profiles model DISCOVER classrooms, young gifted learners, and their teachers. A list of materials for a multiple intelligences learning center is provided. Chapter 2 explains race, age group, custody, age at onset of abnormality, and type and length of services provided. "Leaders' Views of Effective Leadership of GPN Programs" (William W. Swan and others) discusses a survey of 24 directors of GPN programs on aspects of their leadership. (Each article contains references.) (CR)

ED 398 683 EC 304 975

Swan, William W., Ed.; Brown, Carvin L., Ed.
The Georgia Psychoeducational Network (GPN) Research Report, 1992.
PUB DATE- 92
NOTE- 55p.; Published annually. For other reports in this series, see EC 304 971-976.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Autism; Behavior Development; *Behavior Disorders; *Computer Oriented Programs; Developmental Stages; Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Followup Studies; Interpersonal Competence; Leadership Qualities; *Leadership Responsibility; *Locus of Control; Longitudinal Studies; Preschool Education; Program Costs; Reinforcement; Self Concept; Services; Student Characteristics; Student Development
IDENTIFIERS- Georgia; *Georgia Psychoeducational Network

This research report includes articles on students, leadership, and technology related to the Georgia Psychoeducational Network (GPN), which serves students with severe emotional disturbances or behavior disorders. "The Relationship of Locus of Control of Reinforcement to Indicators of Student Growth in Academic, Behavioral, and Social Areas" (Patricia Hinely and Stephen Nowicki, Jr.) reports on a study examining the relationship between locus of control orientation, ego status, achievement, and developmental levels of 108 children in GPN programs. "Descriptive Examination of Students with Autism and the Services Available in the Georgia Psychoeducational Network, 1989-1990" (Robert A. Gordon and others) describes characteristics of 375 students with autism and the services provided to them. "Longitudinal Cost Study of Preschool Children with Severe Emotional Disabilities" (Barbara Ann Brown Geter) reports on a follow-up study of the cost of providing services over 11 years to 15 children with severe emotional disabilities identified as preschoolers. "Why Can't We Stay the Same? Or The Shift is On!: Paradigm Shifts and Proactive Leadership Strategies" (William W. Swan and Carvin L. Brown) discusses 10 proactive educational leadership strategies. "Enhancing Communication Through Computers in the Southwest Psychoeducational Program" (Richard Swenson) examines development of a computer system in a rural Georgia area. In "Converting from Pen and Paper to Computerized Records and Communication--A Challenging Task," Wayne Moffett describes hardware and software, training, and implementation of a regional computer system. (Most papers contain references.) (CR)

ED 398 684 EC 304 976

Swan, William W., Ed.; And Others
The Georgia Psychoeducational Network (GPN) Research Report, 1996.
PUB DATE- 96
NOTE- 49p.; Published irregularly. For other reports in this series, see EC 304 971-975.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

neglect laws. The role of the school nurse and health paraprofessional are addressed in Chapter 5. Communication strategies and problem-solving techniques are described in Chapter 6. Chapter 7 provides information on teamwork. Chapter 8 discusses caring for individuals with different disabilities. Specific instructions for 10 different health procedures and general instructions for 7 others are provided in Chapters 9 and 10. Chapter 11 presents material on properly administering medication at school. Nineteen appendices provide extensive supplementary material, forms, and articles. The facilitator's edition offers learning activities and information sheets to be used as transparencies. (Contains 46 references.) (CR)

ED 398 700 EC 304 992

Krawetz, Nancy, Comp.
Transition: The Role of the Paraprofessional. Module Seven. Facilitator's Edition and Student's Edition. Strategies for Paraprofessionals Who Support Individuals with Disabilities Series.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 363p.; For other modules, see EC 304 986-991.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Curriculum Guides; Daily Living Skills; *Disabilities; *Education Work Relationship; Employment; Independent Living; Individualized Education Programs; Leisure Education; Lesson Plans; *Paraprofessional School Personnel; Parent Participation; Postsecondary Education; Recreational Activities; School Aides; Secondary Education; Self Determination; *Staff Development; Staff Role; Student Evaluation; Student Participation; Teacher Aides; Teamwork; *Transitional Programs

The seventh in a series of federally supported modules for training paraprofessional school personnel working with students with disabilities, this module presents information on assisting individuals with disabilities in their transition from school to adult life. Both a facilitator's edition and a student's edition are provided. Chapter 1 discusses transition and the transition team. Chapter 2 provides information on interagency collaboration. The roles and responsibilities of paraprofessionals are examined in Chapter 3. Chapter 4 presents effective communication and problem-solving strategies. Student assessment and goal setting are discussed in Chapter 5. Chapter 6 focuses on student and family involvement in transition planning. Chapter 7 explores the transition to employment. Choosing a home living arrangement and supporting students as they learn home living skills are reviewed in Chapter 8. Chapter 9 explores the transition to postsecondary education. Chapters 10 and 11 discuss fostering community involvement and planning for recreation and leisure options. Five appendices provide additional information on the Individualized Education Plan, disaiblity-related legislation, transition assessment, personal futures planning, and transition resources. The facilitator's edition offers learning activities and information sheets to be used as transparencies. (Contains 14

Evaluation; Technical Assistance

IDENTIFIERS- *Vermont (Addison County)

This final report describes a demonstration project in Addison County, Vermont, to increase the capacity of families, educators, and other service providers to serve children and youth with serious emotional disturbances in their homes, schools, and community settings rather than in residential settings. The project developed, field-tested, and evaluated a model which emphasized a collaborative, family-centered approach for utilizing local and state interagency resources to address prevention, crisis intervention, and community planning for identified students and their families. Components of the project included a statewide advisory council; an interagency support team; individual student support teams; a community needs assessment; implementation of a community planning process for examining policy and practice issues that promote or interfere with maintaining the student within the community; and development of action plans for addressing identified needs, policies, and practices. Evaluation indicated improved child behavior and academic functioning, increased perceived family support, and satisfaction with services delivered through the interagency support team process. Technical assistance, training, and dissemination activities were also implemented. Individual sections of the report provide a summary of accomplishments and products by specific objective. Appendices provide additional documentation such as a description of the hiring process for the interagency support team and a list of dissemination products. (CR)

ED 398 718   EC 305 011

Cohen, Joan; And Others
Guidelines for Educational Interpreting.
PUB DATE- Oct 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Certification; *Deaf Interpreting; *Deafness; Elementary Secondary Education; Federal Legislation; Hearing Impairments; *Interpreters; Partial Hearing; Personnel Selection; Pupil Personnel Services; Recruitment; *Staff Role
IDENTIFIERS- New Jersey

Developed by individuals representing national and state organizations, parents, and consumer groups, this New Jersey guide presents information designed to assist local school districts in the provision of educational interpreting services for students who are deaf/hard of hearing. Introductory sections explain the guide's development and briefly review the history of interpreting. Next, federal legislation relevant to interpreting is reviewed, including: the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The third section identifies specific roles and responsibilities of the interpreter, including participation on child study teams, in the development or review of a student's individualized education program, and in testing situations. The following sections discuss interpreter certification programs, components of a job description, recruitment, hiring, supervision, and professional development. Appendices include a list of frequently used terms, a list of interpreter training programs

Instruction?--A Pilot Study" (Lawrence F. Bouton); "Asking for

Permission vs. Making Requests: Strategies Chosen by Japanese Speakers of English" (Hisae Niki, Hiroko Tajika); "American Students' Questioning Behavior and Its Implications for ESL" (Janie Rees-Miller); "Constructing Facts and Stances Through Voicing: Cases from Student-Counselor Interaction" (Agnes Weiyun He); "Topic Appropriateness in Cross-Cultural Social Conversations" (Eli Hinkel); "Spanish and American Turn-Taking Styles: A comparative Study" (Ann Berry); "Cross-Linguistic Influences on the Acquisition of Discourse Level Constraints on the Comprehension and Use of Adversative Conjunctions" (Erica McClure); "The Correlation of Discourse Markers and Discourse Structure" (Pinmin Kuo); "Comparative Rhetoric: An Integration of Perspectives" (Muriel Saville-Troike, Donna M. Johnson); "The Distribution and Function of Relative Clauses in Literature" (Donald E. Hardy, Karen Milton); "Non-Grammatical Reflexive Binding Phenomena: The Case of Japanese" (Sonoko Sakakibara); "A Note on Pragmatic Markedness" (M. Lynne Murphy); and "Acquisition in Context: The Discourse Domain Hypothesis of Interlanguage Variation" (Shona Whyte). (MSE)

ED 398 737   FL 024 039

Wierzbicka, Anna
"Cultural Scripts": A Semantic Approach to Cultural Analysis and
  Cross-Cultural Communication.
PUB DATE- 94
NOTE- 25p.; In: Pragmatics and Language Learning. Monograph
  Series, Volume 5, p1-24, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Patterns; Blacks; Contrastive Linguistics;
  Cross Cultural Studies; *Cultural Traits; Foreign Countries;
  *Intercultural Communication; Japanese; *Language Patterns;
  Language Research; Language Universals; Linguistic Theory;
  North American English; *Pragmatics; *Semantics; *Sociocultural
  Patterns; Whites

This paper argues that the ways of speaking characteristic of a given speech-community cannot be satisfactorily described or explained in purely behavioral terms, that they constitute a behavioral manifestation of a tacit system of cultural rules or scripts, and that to understand a society's ways of speaking, it is necessary to identify and articulate its implicit cultural scripts. Furthermore, that to be able to do this without ethnocentric bias a universal, language-independent perspective is needed, and that this can be attained if the rules in question are stated in terms of lexical universals (i.e., universal human concepts lexicalized in all languages). To illustrate these propositions, ways in which these cultural scripts can be stated and justified are presented, using Japanese, (White) Anglo-American, and Black American cultural norms. The cultural scripts advanced here are formulated in a highly constrained "natural semantic metalanguage" based on a small set of lexical universals and a small set of universal syntactic patterns. It is proposed that this metalanguage allows portrayal and comparison of culture-specific attitudes, assumptions, and norms from a neutral, culture-independent perspective in terms of simple formulae that are intuitively self-explanatory while also rigorous and empirically verifiable. (Author/MSE)

ED 398 738   FL 024 040

Bamgbose, Ayo

Russian speakers recently immigrated to the United States.

Patients were middle-aged and elderly immigrants with varying English language skills and experience with American health care. Five physicians were involved. Analysis of the discourse in the interviews resulted in development of a model of interpreted medical discourse, including principles of turn-taking, to provide insight into the nature of the relationships created through participants' discourse strategies. In sum, it is concluded that interpreters can control the conversational organization of the medical interview, distribution of turns among the participants, and doctor-patient exchange of information. Direct communication of doctor and patient through the interpreter is the preferred conversational mode because it approximates most closely the normal monolingual interaction and facilitates information exchange. A second common interaction type, in which direct interactions are between doctor and interpreter and interpreter and patient, may result in the interpreter controlling what is said and who gets to talk, endangering quality of care. Contains 25 references. (MSE)

ED 398 758 FL 024 067

Krauss, Michael E.
Alaska Native Languages: Past, Present, and Future. Alaska Native Language Center Research Papers No. 4.
PUB DATE- 80
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alaska Natives; American Indian Languages; Athapascan Languages; Bilingual Education; Diachronic Linguistics; *Eskimo Aleut Languages; Futures (of Society); Geographic Distribution; Inupiaq; *Language Maintenance; Language Planning; *Language Role; Language Usage; Mass Media; Native Language Instruction; Public Policy; Regional Dialects; Uncommonly Taught Languages; Yupik
IDENTIFIERS- *Alaska; Alutiiq; Eyak; Haida; Tsimshian

Three papers (1978-80) written for the non-linguistic public about Alaska Native languages are combined here. The first is an introduction to the prehistory, history, present status, and future prospects of all Alaska Native languages, both Eskimo-Aleut and Athabaskan Indian. The second and third, presented as appendixes to the first, deal in greater depth with the future of all the languages and then with the past, present, and future of the Alaskan Indian languages. The main paper contains: a section devoted to Haida and Tsimshian; general prehistory of Eskimo-Aleut languages and of Athabaskan, Eyak, and Tlingit; notes on the present status of Tsimshian, Haida, and Tlingit, of Eyak, of the Athabaskan languages in general, of Aleut, and of Eskimo languages in general; and an overall assessment of the future for Alaska Native languages. The paper on the future of Alaska Native languages, looks at whether the future holds survival or extinction, the role of schools, bilingual education, and mass media in saving the languages, and community responsibility for cultural survival. The third paper, on Eskimo languages, discusses general status, government policy concerning language education and maintenance, and specific situations of Alutiiq, Central Alaskan Yupik, Siberian Yupik, and Inupiaq. (MSE)

ED 398 759 FL 024 068

Krauss, Michael E.; Leer, Jeff
Athabaskan, Eyak, and Tlingit Sonorants. Alaska Native Language

Higher Education; *Policy Analysis; Policy Formation

IDENTIFIERS- *United Kingdom

This book describes a project studying equity and staffing in higher education in the United Kingdom and documents the experiences in this area of three institutions of higher education, one each from the further education, "new" university, and traditional university sectors. The book is divided into nine chapters. Chapter 1 examines the controversies within the broad field of equal opportunities policy-making. Chapters 2, 3 and 4 present the three case studies and cover background and history of the policy, equal opportunities structures and practices, and evaluations. Chapter 5 reports on one approach taken by the project to the analysis of the wide range of qualitative data gathered in order to create "snapshot" portrayals of events demonstrating the complexities of the equal opportunities policy-making process. Chapter 6 provides an analysis of institutional policy documents and discusses the implications different formats have for the policy-making process. Chapters 7 and 8 bring together the main themes and findings of the project, e.g., they discuss the range of good practices revealed by the case studies. Chapter 9 draws together the various project themes in order to recapitulate the project's main findings and to suggest new forms of practice likely to enhance the equity policy-making process. An appendix on the study's methodology is included. (Contains 74 references.) (CK)

ED 398 778 HE 029 375

Cubberley, Carol W.
Tenure and Promotion for Academic Librarians. A Guidebook with Advice and Vignettes.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Academic Rank (Professional); Audiovisual Aids; *Career Development; Contracts; Exhibits; *Faculty Promotion; Higher Education; Interpersonal Competence; *Librarians; Library Associations; Nontenured Faculty; *Professional Development; Social Networks; *Tenure; Tenured Faculty; Writing for Publication

This book focuses on guiding librarians at institutions of higher education on being proactive in securing tenure and promotion in their professional employment. The book has nine chapters. Chapter 1 gives advice on what to include in an application for a tenure-track position and what activities representing individual growth and development increase one's chances for attaining a tenured position. Chapter 2 discusses networking. Chapter 3 describes job-related contributions that will raise a librarian's in-house standing, e.g., writing a handbook for search committees or employee orientation. Chapter 4 focuses on involvement in professional associations. Chapter 5 emphasizes finding opportunities to make presentations explaining various facets of a librarian's work and suggests visual aids and formats for these presentations. Chapter 6 focuses on poster sessions and displays. Chapter 7 overviews the hurdles involved in writing for publication, often a requirement for tenure. Chapter 8 provides examples of service activities, including work on library and university committees, supervision of professional degrees awarded by institutions of higher education in Oregon. These data were obtained from a completions survey which is part of the national Integrated Postsecondary Education Data System (IPEDS). Summary tables are arranged by institution, race, program area, and for first professional degrees (by specific program, institution, and race). Detailed tables are organized into degrees awarded by each institution in segment groupings (state system, community colleges, and independent) and degrees awarded by each major program area. These program areas are: agribusiness, agricultural sciences, conservation and renewable natural resources, architecture, ethnic and cultural studies, marketing, communications and communications technologies, computer science, personal services, education, engineering, foreign languages, home economics, law, English, liberal arts, biology, mathematics, interdisciplinary studies, recreation and fitness, philosophy and religion. physical sciences, science technologies, psychology, protective services, public administration, social sciences and history, construction trades, mechanics, precision production, transportation, visual and performing arts, health professions, and business management. (CK)

ED 398 796 HE 029 393

Certificates Awarded by Oregon's Degree Granting Colleges and Universities, 1993-94.
PUB DATE- Aug 96
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Community Colleges; Data Collection; *Educational Certificates; Ethnic Groups; Graduate Study; *Higher Education; National Surveys; Private Colleges; Professional Education; Public Colleges; Racial Composition; *State Surveys; Statistical Data; Statistical Surveys; *Student Certification; Tables (Data)
IDENTIFIERS- Integrated Postsecondary Education Data System; *Oregon

This document presents statistical data in summary form on the certificates awarded by institutions of higher education in Oregon. These data were obtained from a completions survey, part of the national Integrated Postsecondary Education Data System (IPEDS). Summary tables are arranged by institution and by program area, followed by tables showing racial/ethnic background in similar formats. Detailed tables are organized into certificates awarded by each institution in segment groupings (state system, community colleges, and independent) and certificates awarded by each major program area. These program areas are: agricultural business and production, conservation and renewable natural resources, architecture, ethnic and cultural studies, marketing, communications, computer science, personal services, education, engineering, home economics, law, liberal arts, mathematics, interdisciplinary studies, theology and religion, protective services, social sciences and history, construction trades, mechanics, precision production, transportation, visual and performing arts, health professions, and business management. This report summarizes certificates awarded for less than 1 year, 1 to 2 years, 3 to 4 years, post-baccalaureate and post-Master's at the degree granting public and non-public two- and four-year colleges and universities. (CK)

ED 398 797 HE 029 394

Development; Graduate Study; Higher Education; Human Resources; *Instructional Design; *Labor Force Development; *Needs Assessment; Program Development; *Second Language Programs; Systems Approach
IDENTIFIERS- *Safety Engineers

These five papers are from a symposium that was facilitated by Michael Leimbach at the 1995 conference of the Academy of Human Resource Development (HRD). "Developing Systems Thinking Ability in Organizations" (Carol Ann Zulauf) reports a study that examined the relationship between cognitive complexity, locus of control, and selected mediating variables. It presents findings that show several predictor variables correlate significantly with systems thinking. "Leveraging Quality Initiatives through Action Technologies" (Thomas J. Shindell, Robert L. Dilworth) outlines the characteristics of action research, action learning, and action science and provides a road map that can contribute to the creation of learning organizations. "Career Development Needs of Safety Professionals" (Joe W. Kotrlik, Cyndi H. Gaudet) reports study results that indicate respondents perceived that their level of expertise in trainer competencies was between basic and intermediate and their level of ethical practice needed little or no change in seven issues and some change in six ethical issues. "Instructional Design in the Context of Situated Learning" (Sean Courtney) reports on an action-research study in which the instructor sought to situate a graduate-level course in instructional design in a real-world context. "A Model for Developing Foreign Language HRD Programs" (Zita Jusinskas Halka, Robert E. Nolan) proposes a model for developing effective foreign language training programs within the business and industrial settings. (YLB)

ED 398 362 CE 070 966

Performance Improvement in HRD .
PUB DATE- Mar 95
NOTE- 31p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Improvement Programs; Instructional Systems; *Labor Force Development; Models; Organizational Development; *Performance Factors; *Performance Technology; Productivity
IDENTIFIERS- *High Performance Work Organizations

These four papers are from a symposium that was facilitated by Richard J. Torraco at the 1995 conference of the Academy of Human Resource Development (HRD). "Performance Technology--Isn't It Time We Found Some New Models?" (William J. Rothwell) reviews briefly two classic models, describes criteria for the high performance workplace (HPW), and poses some questions about the possible need for new models to guide human performance improvement that are attuned to the HPW. "Blocks to Improving Performance: Results of an Experientially-Based Group Exercise Using Gilbert's Behavior Engineering Model" (Peter J. Dean, Martha Ray Dean, Rebecca Rebalsky) reports findings of a study that asked participants to identify the factor that, if improved, would contribute the most to the improvement of their work performance. "Emerging Issues in the Reengineering of Corporate Performance Evaluation and Development" (Margaret L. Bailey, Danilo M. Baylen) reports a study that identified

Food Consumption and Organic Gardening and Farming" (Elisabeth Meyer-Renschhausen); "Case Study from Sudan-Africa" (Naila Babiker Hijazi); "Case Study Brazil: Women in Citizen's Action: In the Struggle against Hunger and Poverty and in Defense of Life" (Morma Viezzer and Teriza Moreira); "Transformative Learning in Marginal Areas of Indigenous Migrants in an Amazon City Aprendizaje Transformativo en Areas Marginales de Migrantes Indigenas en Una Ciudad Amazonica " (Geog Omar Ovalles); "People's Rights, Environmental Education and Ecological Action for Sustainability: El Salvador" (Marta Benavides); "Community-Based Rural Development Project as a Vehicle to Community Ownership, Empowerment and Cultural Recovery--A Draft Working Paper of the Case Study" (Jose Zarate); "'Navdanya'--A Grass Roots Movement to Conserve Biodiversity and Sustain Food Security" (Vanaja Ramprasad); "Transformative Learning: Contexts and Practices--A Working Paper" (Budd Hall, Ed Sullivan); "Gender, Transformative Learning, and Environmental Action" (Darlene Clover); and "Food for Thought and Sustenance" (Leesa Fawcett). Concluding the document are a 28-item reference list, a 99-item annotated bibliography, and the proceedings of the International Development Research Centre (IDRC) workshop. (MN)

ED 398 380   CE 072 042

Roberts, Kathryn L.
Institutional Influences on Nurse-Academics' Instructional Planning Decisions in the Implementation of Basic Nursing Curricula in Colleges of Advanced Education in New South Wales.
PUB DATE- May 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decision Making; *Environmental Influences; Faculty Workload; Foreign Countries; Higher Education; *Institutional Environment; *Instructional Development; *Nurses; *Nursing Education; Questionnaires; State Surveys; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Australia (New South Wales)

A study examined institutional influences on the instructional planning decisions of nurse-academics presenting basic nursing curricula in colleges of advanced education (CAEs) in New South Wales. Data were collected from the following sources: survey of 86 selected nurse-academics from 12 of New South Wales' 15 tertiary institutions running basic nursing courses; interviews with 14 nurse academics lecturing at 4 colleges that were selected as being representative of New South Wales' CAEs; and observations of 54 hours of classroom instruction delivered by the lecturers interviewed. Of the 86 nurses surveyed, 66 (77%) completed questionnaires. Cross-tabulations and t-tests were used to determine the results' significance and identify trends in the data. Factors related to time, money, and workload and physical characteristics of the teaching environment proved the most constraining influences on nurse-academics' instructional planning decisions. The following factors were determined to be the strongest facilitators: department head's philosophies of education and nursing and management style; lecturers' areas of special expertise; and philosophy of the college. It was recommended that nursing education department heads develop mechanisms for nurse-academics to maintain their clinical experience and find ways to reduce nurse-academics' workloads. Contains 15 tables, 4 figures, and 34 references. The education. Educators need to have an understanding of how and why organizations are pursuing these changes. A widely prevalent assumption in the literature is that both goals--quality and productivity--can be achieved by the same management strategy. In reality, although the changes initiated by process-oriented quality programs can reduce the amount of scrapped or reworked products and boost measures of productivity, such changes can also involve revisions in work processes that increase costs and lower measures of productivity. Evidence shows that employees can--on the whole--make more accurate decisions about issues of quality (and efficiency) than their managers, but there is no guarantee. The wave of the future is clearly a continuing decentralization of authority and more teamwork. An instructional model for technical education that provides training in the specific skills needed in today's team-based workplaces is cooperative learning. The challenge for technical educators is to gain an understanding of the basic ideas and techniques involved in cooperative learning. They need to consult with others who have used group techniques, develop applications appropriate for their own classrooms, take the plunge, and stay the course. (Contains 14 references.) (YLB)

ED 398 398   CE 072 247

Magney, John
Teamwork and Cooperative Learning in Technical Education.
PUB DATE- 2 Dec 95
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Group Activities; Group Dynamics; Higher Education; Intergroup Relations; Interpersonal Relationship; *Program Implementation; *Team Training; *Teamwork; *Technical Education

In recent years, interest in teamwork in the workplace has increased noticeably. For technical educators, the implications of this emphasis on employee involvement and cooperation are clear: they should begin developing the requisite skills in their students before they enter the work force. The skill sets that are needed--in effective communications, leadership, and decision making--can be effectively developed in the context of current courses. Once the decision for cooperative learning has been made, a series of practical issues must be dealt with--figuring out how to restructure classroom activities to conform with this general ideal. The practical decisions about restructuring a course can be greatly aided by conversations with colleagues. The handful of published guidelines for implementing collaborative techniques in the college classroom includes the following: a special issue on higher education of "Cooperative Learning" magazine; a volume by Johnson, Johnson, and Smith (1991) that is a source of practical ideas; and a "how-to" volume on cooperative learning published by the National Center for Postsecondary Teaching, Learning, and Assessment. The next step is to work on the syllabus--what needs to be changed, the amount of material that can be covered, and what kinds of activities groups will be working on. (Contains 12 references.) (YLB)

ED 398 399   CE 072 248

school education of learners with learning difficulties and disabilities. This resulted in the so-called "Schedule 2/non-Schedule 2" divide. Research examined the impact of these changes on learners and responses of 35 further education (FE) colleges and local education authority (LEA) adult education service providers in England and Wales in relation to these learners. Findings indicated significant benefits for some learners rising from the impact of the Further Education Funding Council's (FEFC's) funding methodology and the improved quality of Schedule 2 provision, but this was balanced by the trend toward diminishing LEA resources and a number of learners for whom programs were no longer offered. The impact of the split in funding for education between FEFCs and LEAs was detrimental to learners with learning difficulties and disabilities, since coherent educational programs often required both forms of provision. Most adult education services reported a greater proportion of Schedule 2 work and an overall decrease of nonvocational, leisure-, and recreation-focused provision. The FEFC's funding methodologies were acknowledged as very positive in promoting better support systems for students. A clear majority of adult and community education providers of LEA-funded non-Schedule 2 provision reported a priority shift away from work with people with severe learning difficulties. Recommendations were made for FEFC, LEAs, and all providers. Appended is Further and Higher Education Act 1992: Schedule 2. (YLB)

ED 398 416 CE 072 280

Hargroder, Margaret
Louisiana's Achievements for Gender Equity in Vocational Education.
PUB DATE- 94
NOTE- 32p.; For the 1992-93 executive summary, see ED 382 816. Cover title varies: "Louisiana Achievements for Gender Equity in Vocational Education, Executive Summary: 1993-94."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Nontraditional Education; *Nontraditional Occupations; Nontraditional Students; Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; *Sex Fairness; *State Programs; Student Recruitment; *Vocational Education
IDENTIFIERS- *Louisiana

This study, a sequel to the 1989-93 Louisiana enrollment status report, compares 1993-94 and prior-year student enrollment in programs that are not traditional for their gender. It identifies the practices, barriers, and achievements of special groups in the area of sex equity and summarizes the state's observed achievements toward sex equity. Statistical data for the study were derived from the Louisiana Vocational Education Data System, project reports, and student intake forms collected by schools. Some of the conclusions are as follows: (1) progress has continued to be made toward sex equity, especially in preparing men for occupations traditionally dominated by females; (2) rates of students in vocational programs not traditional for their gender increased by approximately 3 percent over the previous academic years, with males in business and health programs continuing to comprise more than 80 percent of nontraditional enrollment; (3) institutions continued to use diverse strategies in recruitment, retention, and placement of students; (4) the state continued to award numerous competitive grants to set by the retailers; there was no regular communication on products, product innovation and quality, or prices. Findings from these studies and other sources indicated the dynamic and competitive nature of the food supply chain had resulted in quality being a dominant issue in the interrelationships between the sectors. Common training activities were proposed to help all employees understand their specific role in the quality chain. (YLB)

ED 398 434 CE 072 311

Short Summary European Reports on Retail Sector, Motor Vehicle Repair and Sales Sector, Food and Beverages Sector.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auto Mechanics; Case Studies; *Continuing Education; Dairy Farmers; Educational Needs; *Food Processing Occupations; Foreign Countries; Job Skills; Job Training; Labor Needs; Meat Packing Industry; *Motor Vehicles; Postsecondary Education; Program Effectiveness; Program Evaluation; *Retailing; *Sales Occupations; Secondary Education; Vocational Education
IDENTIFIERS- *European Community

This document is composed of European synthesis reports on retail trade, the agro-food sector, and the motor vehicle sales and repair sector. They are based on the most important findings of the European report and the 12 national reports for each sector. Section 1, "Retail Sector," deals in part 1 with the structure of retailing in the different countries, observed trends, and future prospects, and analyzes employment, skills, and labor force issues. Part 2 summarizes the findings concerning continuing training. It emphasizes the importance of training and the promotion of a training culture. Section 2, "Motor Vehicle Repair and Sales Sector," suggests in part 1 that the motor vehicle sector is the key sector for integration in Europe. Part 2 describes the repair shop structure: authorized dealers, independent repair shops, and mega-dealers. Part 3 focuses on social conditions, including remuneration, working hours, and collective agreements. Parts 4-5 discuss employment and recruitment conditions and staff structure. Part 6 describes the progress from repair shops to quality service points with a focus on continuing vocational training and its costs as an investment in high quality service. Section 3, "Food and Beverages Sector," describes the industry, market, producers, employment, training, and the future and discusses such general trends as development in the "human resources" issue, transformation of the work organization, and organization of training and the public targeted. The organizations that carried out the sectoral surveys are listed. (YLB)

ED 398 435 CE 072 312

Holst, Ole
Training in the Food and Beverages Sector in Denmark. Report for the FORCE Programme.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

for secretaries were improving significantly. (Contains 31 references.) (YLB)

ED 398 452 CE 072 383

UNEVOC INFO. 1994-1996.
PUB DATE- 96
NOTE- 58p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; *Educational Development; *Educational Improvement; Foreign Countries; International Educational Exchange; *International Programs; Postsecondary Education; Regional Programs; Secondary Education; Sex Fairness; *Technical Assistance; *Vocational Education; *Womens Education
IDENTIFIERS- UNESCO

This document contains seven issues of an information letter from the International Project on Technical and Vocational Education (UNEVOC). Issue 1 includes an overview of the initial phase of the UNEVOC Project, together with a description of its background, structure and mechanism, and program areas. Issue 2 reports UNEVOC activities carried out during 1993-94: progress on establishment of an international network of leading national and regional institutions in technical and vocational education and information on regional expert meetings. Issue 3 offers a summary of the UNEVOC International Advisory Committee (Second Session) and reports on regional activities. Issue 4 introduces a regional overview of case studies on the role of technical and vocational education in the educational system undertaken in Asia and the Pacific and provides a summary of the Swedish national study. Issue 5 reports on promotion of the equal access of girls and women to technical and vocational education and on facilitating cooperation between educational institutions and enterprises in technical and vocational education. Issue 6 reports on achievements of the UNEVOC Project during 1995 and includes a detailed report of the most recent international Symposium on Future Trends in Continuing Technical and Vocational Education and an analytical paper entitled "The Future of Vocational Training." Issue 7 presents the UNEVOC Work Plan for 1996-97. (YLB)

ED 398 453 CE 072 395

Conger, D. Stuart
Policies and Guidelines for Educational and Vocational Guidance. Studies on Technical and Vocational Education 1.
PUB DATE- 94
NOTE- 68p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other documents in this series, see ED 391 949 and CE 072 396-400.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; *Career Guidance; Counselor Qualifications; Counselor Training; *Educational Policy; *Guidance Programs; *Guidelines; Postsecondary Education; Program Content; Program Development; Program Evaluation;

cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) job satisfaction items and (2) organizational commitment items. (JBJ)

ED 398 471 CG 027 178

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Alabama.
PUB DATE- Feb 95
NOTE- 17p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Alabama; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in Alabama are the focus of this study. Participants were 87 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 151 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that work behaviors are important predictors of overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 472 CG 027 179

McGhee, Marcheta; Satcher, Jamie
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Alaska.
PUB DATE- Feb 95
NOTE- 13p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of

normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that work behaviors are important predictors of overall job satisfaction and affective attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, Oregon's public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness and initiative) which are most predictive of job satisfaction and affective commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 490 CG 027 197

McGhee, Marcheta; Satcher, Jamie
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Pennsylvania.
PUB DATE- Apr 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Pennsylvania

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in Pennsylvania are the focus of this study. Participants were 132 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 214 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that conscientiousness is an important predictor of the overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 491 CG 027 198

McGhee, Marcheta; Satcher, Jamie

statistical analysis are appended. (RJM)

ED 398 509 CG 027 293

Men against Violence: Forming Your Own Chapter.
PUB DATE- 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American College Health Association (74th, Orlando, FL, May 29-June 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Crime Prevention; Higher Education; *Males; *Prevention; *Program Development; Program Implementation; School Security; Student College Relationship; Student Participation; *Violence
IDENTIFIERS- *Louisiana State University Baton Rouge; *Pacifism

Men Against Violence, a non-profit student organization at Louisiana State University, is described in this packet of materials. The organization is devoted to four goals: (1) promote awareness about the prevalence and causes of violence on campus; (2) engage in community action to reduce violence on campus through policy revision and cultural change; (3) educate others on how to prevent violence; and (4) provide intervention and support for survivors of violence. The group's constitution is reproduced here, along with its history and mission statement. Also detailed is how individuals can begin a Men Against Violence group chapter on their own campus. Organizers should encourage a group that is diverse in terms of race, ethnicity, age, individual interests and other factors. A special section, "Lessons Learned from the Field," details the rewards and experiences that can be expected, and also discusses how violence is an issue that affects everyone. Further information which may be useful for forming a group, includes a time line for forming a chapter, a training retreat schedule, and reports detailing activities of a local chapter over a two semester period. Finally, selected newspaper articles, which report some of the coverage of the group's events, are included. (RJM)

ED 398 510 CG 027 297

Rowe, Linda P.
Talking about Learning: A Discussion of Two Cultural Themes for Academic Activity within A Women's Residence Hall.
PUB DATE- 16 Mar 96
NOTE- 52p.; Paper presented at the National Association of Student Personnel Administrators Annual Conference (78th, Atlanta, GA, March 14-17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Environment; *College Students; Ethnography; *Females; Higher Education; Late Adolescents; On Campus Students; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Interests; Student Motivation; *Student Subcultures; *Undergraduate Students; Young Adults

Conversations with and among students in their residential environment illuminate the role of peer subcultures in shaping what students learn and how they define learning. An excerpt

Faulkner, Anna Rebecca Clay
Improving the Literacy Instruction Strategies of Elementary School Teachers through a Graduate Education Course.
PUB DATE- 95
NOTE- 49p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Educational Cooperation; *Elementary School Teachers; *Emergent Literacy; Grade 1; *Graduate Study; Higher Education; *Instructional Effectiveness; Primary Education; Reading Consultants; Reading Teachers; *Teacher Education; *Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- Course Development; Teacher Recertification

A practicum was designed to improve the literacy instruction of first-grade students by increasing the first grade teachers' and reading specialists' understandings of current research and theory. A graduate-level 3-hour course was developed and adopted by a local state university to assist teachers in understanding and utilizing the most current research regarding emergent literacy and early literacy. The course was designed to balance current theory and research with the practical application of the results. Teachers learned how to administer the Observation Survey and became very adept at taking a running record and analyzing it. The emphasis of the class for the teachers was on the practical application of theory and on reflection of their teaching practices. Analysis of the data revealed that the teachers were able to make shifts in their thinking and practices as evidenced by their end-of-course oral presentations. These presentations demonstrated a reading and writing unit that reflected both current theory and practice. The end-of-course evaluations were quite positive and indicated the significance of the course on their understanding of emergent literacy. (Contains 25 references and 3 tables of data. Appendixes present a checklist for evaluating running records and a scoring rubric.) (Author/RS)

ED 398 530 CS 012 545

McClure, Amy A., Ed.; Kristo, Janice V., Ed.
Books That Invite Talk, Wonder, and Play.
PUB DATE- 96
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Authors; *Childrens Literature; Elementary Education; *Language Arts; *Language Usage; Language Variation; Literary Genres; Nonfiction; Novels; Picture Books; Poetry; Recreational Reading; Thematic Approach; *Writing Processes
IDENTIFIERS- *Expressive Writing; Reading Speaking Relationship; Response to Literature; *Trade Books

Focusing on children's books identified as "notable" for their rich use of language, this book presents essays that discuss literary genres and literary language, responding to the language of Notable Books, and developing an appreciation for language diversity. The book also presents brief essays by well-known children's authors regarding their writing processes. The notable works of children's literature discussed in the book were identified over a 10-year period by the Notable Children's Trade Books in the Language Arts Committee of the Children's Literature Assembly, a special interest group of the National

(Contains 37 references and 4 tables of data. Appendixes present a classroom observation form, the Motivation to Write Scale, interview questions, teacher survey, data, and a scoring rubric.) (Author/RS)

ED 398 549 CS 012 567

Oldfather, Penny; Thomas, Sally
"The Changer and the Changed": Student-Initiated Research on Literacy Motivation and Schooling. Reading Research Report No. 61.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Higher Education; High Schools; *Longitudinal Studies; *Research Design; *Research Methodology; Student Motivation; *Student Participation; *Student Research
IDENTIFIERS- California (South)

Through a Bakhtinian lens highlighting the "interanimation of voices," this paper describes the research roles of a group of high school students in Southern California who participated as co-researchers and then as members of a participatory research team in a longitudinal study. Students' developing roles as question posers, methodologists, interviewers and data analyzers, presenters and writers, theory builders, and change agents are documented as they collaborated in inquiry in their high schools with teachers and with two university researchers. As these students examined their own motivations for literacy learning, they claimed personal learning agendas, gained increased voice in their schooling, and contributed to scholarly knowledge. Underlying the processes of the research have been realignment of relationships and epistemological shifts that have the potential for transforming schooling. (Contains 28 references. An appendix lists presentations by student co-researchers. Exhibits present a research status report, an e-mail sample, a sample interview, a newspaper article, and a co-researcher's note on a research team meeting agenda.) (Author/RS)

ED 398 550 CS 012 568

Wigfield, Allan; And Others
The Nature of Children's Motivations for Reading, and Their Relations to Reading Frequency and Reading Performance. Reading Research Report No. 63.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; Grade 6; Intermediate Grades; *Reading Achievement; *Reading Attitudes; *Reading Motivation; Reading Research; Reliability
IDENTIFIERS- Frequency Theory (Learning); Motivations for Reading Questionnaire

A study assessed dimensions of children's reading motivations by giving them a revised version of the Motivations for Reading Questionnaire (MRQ). The MRQ is designed to assess 11 possible centered/student-generated learning experiences; (4) creating a more interactive learning environment requires more instructional time initially; (5) learning how to teach with students at the center of concern is a gradual process; (6) becoming active learners is difficult for many students; (7) the size and extent of student-centered learning experiences can vary; (8) learning experiences developed with one group of students can be shared and modified with future groups of students; (9) student-centered/student-generated curriculum allows teachers to handle heterogeneous groups of students; (10) student-generated learning experiences can and should meet required curricular objectives; (11) an understanding of alternative assessment practices strengthens the effectiveness of student-generated/student-centered learning experiences; and (12) a commitment to student-generated learning experiences does not mean that teachers must orchestrate several different projects at one time across several class preparations. (Contains 13 references and a figure illustrating the continuum of classrooms and classroom activities. Appendixes present evaluation forms and a sample unit of study.) (Author/RS)

ED 398 570   CS 012 591

Reinking, David; Watkins, Janet
A Formative Experiment Investigating the Use of Multimedia Book Reviews To Increase Elementary Students' Independent Reading. Reading Research Report No. 55.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Book Reviews; *Classroom Environment; Classroom Research; Grade 4; Grade 5; *Independent Reading; *Instructional Effectiveness; Intermediate Grades; *Multimedia Materials; Reading Research; *Teacher Role

Using an approach to classroom research that D. Newman (1990) has termed a formative experiment, a study investigated the effects of engaging elementary school students in creating computer-based multimedia reviews of books they read independently. Formative experiments are designed to investigate how an instructional intervention can be implemented to achieve a pedagogical goal in a particular educational environment. Creating multimedia book reviews was the intervention; increasing the amount and diversity of students' independent reading was the pedagogical goal. Diverse quantitative and qualitative data were gathered during 2 academic years in 9 4th-grade and 5th-grade classrooms across 3 schools. Consistent with the intent of formative experiments, results are presented guided by the following questions: (1) What factors in the educational environment enhance or inhibit the intervention's effectiveness in achieving the pedagogical goal?; (2) How can the intervention and its implementation be modified during the experiment to achieve more effectively the pedagogical goal?; (3) What unanticipated positive or negative effects does the intervention produce?; and (4) Has the educational environment changed as a result of the intervention? Results indicated that the multimedia book review activity contributed to achieving the pedagogical goal of increasing the amount of children's independent reading; and school environments and teachers' roles to some extent shaped the effects of the activity. Findings suggest that formative experiments can address the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Engineering Education; Higher Education; *Instructional Effectiveness; Instructional Improvement; *Interdisciplinary Approach; Student Centered Curriculum; *Team Teaching; *Writing Across the Curriculum; Writing Processes
IDENTIFIERS- *University of Wisconsin Milwaukee; *Writing to Learn

A writing instructor whose assignment was to put into place a writing across the curriculum (WAC) project at the University of Wisconsin at Milwaukee's engineering college quickly found that this would be a difficult task, especially the prompting of a student-centered writing intensive pedagogy. The undertaking was broken into two steps: the first component involved bringing the engineering faculty together to create discipline-specific writing standards which shared basic notions about the qualities of competent writing, while the second component focused on less concrete goals--real change needed an intensive WAC program which could "get at the discipline from the inside out." A team teaching experience was not a success for several reasons: there was too much difference in professional rank on the team; the faculty member the instructor was collaborating with was not really focused on the same issues; and that faculty member perceived writing as an add-on, not as an actual part of the course. The root of the failure was the clash between the subtle disciplinary hierarchies unconsciously adopted, which leads to a "cross-disciplinary" approach to WAC programs. Successful WAC programs strive instead for interdisciplinarity, established by close collaboration between disciplines which produces a high level of content integration and mutual integration of organizing concepts and methodologies. (CR)

ED 398 588 CS 215 439

Calfee, Robert C., Ed.; Perfumo, Pamela, Ed.
Writing Portfolios in the Classroom: Policy and Practice, Promise and Peril. Evaluating Writing through Portfolios. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 377p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Intermediate Grades; Junior High Schools; Middle Schools; National Surveys; *Portfolio Assessment; Portfolios (Background Materials); Program Implementation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Authentic Assessment; Stanford University CA

This book presents essays by researchers, practitioners, and policy makers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle-grade students. Essays in the book report on a national survey of exemplary projects and presents contributions to a Portfolio Conference held at Stanford University (California) in April, 1994. Essays in the book are: (1) "Classroom Writing Portfolios: Old, New, Borrowed, Blue" (Robert C. Calfee and Sarah Warshauer Freedman); (2) "Portfolios for Classroom Assessment: Design and Implementation Issues" (Joan L. Herman and others); (3) "A National Survey of Writing Portfolio

Difference': Hard Cases for Cultural Studies" (Richard Penticoff and Linda Brodkey); (9) "Cultural Studies and the Undergraduate Literature Curriculum" (Anne Balsamo); (10) "A Course in 'Cultural Studies'" (Paul Smith); (11) "Forming an Interactive Literacy in the Writing Classroom" (Cathy Fleischer); (12) "Issues of Subjectivity and Resistance: Cultural Studies in the Composition Classroom" (Diana George and Diana Shoos); (13) "Using Cultural Theory to Critique and Reconceptualize the Research Paper" (Kathleen McCormick); (14) "'This Could Have Been Me': Composition and the Implications of Cultural Perspective" (Lori Robison); (15) "Cultural Studies: Reading Visual Texts" (Joel Foreman and David R. Shumway); (16) "Valmont, the Boutique; Marc, the Gunman; Merteuil, the Feminist: Some Truly Dangerous Liaisons" (Richard E. Miller); (17) "Deconstruction for Cultural Critique: Teaching Raymond Carver's 'What We Talk about When We Talk about Love'" (Alan W. France); and (19) "Reteaching Shakespeare" (Mark Fortier). (NKA)

ED 398 607 CS 509 273

Morin, Francine L.
An Investigation of Using Dance Drama as an Expressive Idiom in Elementary Education.
PUB DATE- 87
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; *Creative Activities; Curriculum Development; *Dance; *Dance Education; *Drama; Elementary Education; Movement Education; Theory Practice Relationship
IDENTIFIERS- *Expressive Learning

Investigating the nature and value of dance drama as an expressive idiom for elementary school children, this paper discusses foundational concerns about the nature of dance drama, aesthetic content, learnings in dance drama, and the organization of these learnings. Noting that the ideas of dance drama presented have largely emerged from a content analysis of resources in dance, dance drama, and drama education, the paper begins with a definition for dance drama and then offers comprehensive discussions around the study of expressive devices and composition. The paper then offers a conceptual framework for an elementary dance drama curriculum based on content strands which emerged. The paper identifies fundamental principles and concept chains along with outcome behaviors for each level of schooling. Translating theory to practice, the paper presents 10 model dance drama outlines to guide teachers in designing instruction and developing projects in the classroom. (Contains 27 references, 5 tables, and 1 figure.) (RS)

ED 398 608 CS 509 286

Ball, Chris; Airs, John
Taking Time To Act: A Guide to Cross-Curricular Drama.
PUB DATE- 95
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 398 626 EA 027 787

Borman, Kathryn M., Ed.; And Others
Contemporary Issues in U.S. Education.
PUB DATE- 91
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Higher Education; Language Usage; Literacy; Organizational Climate; Paying for College; *Policy Formation; *Politics of Education; School Organization; *Social Action; *Social Control; Social Stratification; *Theory Practice Relationship; Tuition

This book grew from a collection of papers presented in the 1987-88 academic year at the University of Cincinnati. Some of the papers explore issues prevalent in the 1988 presidential election year. The issues are critical to an understanding of the relationships between social issues and political activity in U.S. society. Chapters examine two topics--understanding social and policy issues and initiating political action to confront or solve them. Following the preface, the chapters include: (1) "Educational Policy Dilemmas: Can We Have Control and Quality and Choice and Democracy and Equity?" (Catherine Marshall); (2) "Education for Change--Cross-Cultural Perspectives on Relationships between the Contexts and the Content of Learning" (Rhoda H. Halperin); (3) "Kinds of Schools" (Reba N. Page); (4) "Language, Schooling, and Subjectivity: beyond a Pedagogy of Reproduction and Resistance" (Henry A. Giroux and Peter McLaren); (5) "Visual Traces in Schools and the Reproduction of Societal Inequities" (Fenwick W. English); (6) "Thinking-in-Action: Lessons from the Field" (Robert J. Yinger); (7) "Access to Literacy for Young Learners" (Victoria Purcell-Gates and Terry S. Salinger); (8) "Price as a Lever of Higher Education Reform" (Charles H. Karelis); and (9) "Education and the Presidential Race: Looking beyond the Rhetoric" (Karen S. Gallagher and R. J. Gallagher). A subject and an author index are included. Two tables and 11 figures are included. (LMI)

ED 398 627 EA 027 788

Jones, Bruce Anthony, Ed.; Borman, Kathryn M., Ed.
Investing in U.S. Schools: Directions for Educational Policy.
PUB DATE- 94
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Design; *Educational Change; Educational Policy; Elementary Secondary Education; *Government School Relationship; Policy Formation; *School Community Relationship; *School Restructuring; Teacher Motivation

Education as a central theme of national and public concern has grown at an unprecedented rate over the past decade. After more than a decade of reform, children have become the poorest of all age groups within the U.S. economy. The issue of equity in education continues to be pitted against the issue of quality in education. This book contains articles that discuss the types of investments in education that society must make. Chapters in part 1 build a context for the study of schools in

Regulation; Statewide Planning; *Student Rights
IDENTIFIERS- *Oregon

Before the passage of Title IX of the Civil Rights Act in 1972, pregnant and parenting students throughout the United States were often expelled from school. This manual for Oregon school administrators and social-service personnel provides information on the school-enrollment laws that affect pregnant and parenting students and describes some of the resources available to meet their unique needs. The introduction describes the impact of teen pregnancy and parenting and presents related Oregon vital statistics. Section 2 specifies requirements for complying with federal legislation and section 3 describes Oregon legislation, policies, and goals. The fourth section provides an overview of related Oregon statutes and administrative rules and the fifth section describes programs for pregnant and parenting students. Statewide plans for implementing 1993 legislation and local plans for programs are highlighted in the sixth section. A list of statewide resources is included. Appendices contain a checklist, sample forms, and tables showing the 1993 incidence of pregnancies and live births to teens in Oregon counties and 1993 statistics for pregnancy and live births to Oregon teens under age 18. (Contains 10 references.) (LMI)

ED 398 646 EA 027 821

Petronicolos, Loucas
Tinker, Fraser, and Hazelwood: Which Educational Policies Are Truly "Educational"?
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Civil Rights; *Constitutional Law; *Court Litigation; Educational Policy; Elementary Secondary Education; *Freedom of Speech; Government School Relationship; *Policy Formation; *Public Education; *Student Rights
IDENTIFIERS- Bethel School District 403 v Fraser; Hazelwood School District v Kuhlmeir; *Supreme Court; Tinker v Des Moines Independent School District

Without question, Supreme Court decisions regarding public school student rights have greatly affected school policies. This paper reviews three decisions of the United States Supreme Court that currently classify the public school student's free-speech and expression rights. The cases include "Tinker v. Des Moines Independent Community School District" (1969), "Bethel School District v. Fraser" (1986), and "Hazelwood School District v. Kuhlmeier" (1988). The paper examines the ideas underlying the educational policies illustrated by the three decisions and evaluates whether these policies are compatible with the aims of public education. It is argued that each of the three decisions enunciate fundamentally different notions about the ends and means of public education, which may be a source of controversy over policy decisions at the school level. In formulating school policy, the scope of inquiry needs to include an appraisal of the appropriate roles for students and educators. These roles must be educationally sound and the multiple intelligences model of giftedness and the DISCOVER program. Chapter 3 explains 20 developmentally appropriate practices, including: age-appropriate practices; individually appropriate curriculum; acceptance of diversity; humane, supportive, flexible, and responsive environments; a whole child perspective; active, interactive learning; learner-centered, teacher-facilitated curriculum; integrated curriculum; challenging learning activities and experiences; extensive planning; intrinsic motivation; supportive guidance and discipline; authentic assessment; community-based programs; parent involvement; and collaboration. The S. W. Schiever and C. J. Maker Continuum of Problem Types is presented and applied to the study of cycles in seasons and weather. Appendices provide: a list of symposium participants, a transcipt of the symposium video, and abstracts of DISCOVER projects. The video shows symposium participants addressing issues of talent identification, teacher preparation, and curriculum. Ways that young children who are gifted or talented can be nurtured at school and at home are demonstrated. (Contains 32 references.) (CR)

ED 398 666 EC 304 958

Gifted Education and Middle Schools Videotape and Book .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 59p.; A product of the National Training Program for Gifted Education. Based on a Council for Exceptional Children Symposium on Nurturing Giftedness in Young Children (Reston, VA, August 11-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Books (010)
DESCRIPTORS- Cooperative Learning; *Curriculum Development; Educational Environment; Educational Practices; *Educational Strategies; *Gifted; Heterogeneous Grouping; Instructional Development; Intermediate Grades; Junior High Schools; Learning Strategies; *Middle Schools; Social Integration; *Student Development; Student Needs; Student Placement; Talent; Talent Development; *Teaching Methods
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This book and video are based on a symposium of leaders in the fields of gifted education and middle-level education, which was held to identify and explore areas of agreement in often contrasting philosophies. Emphasis is on identifying areas of agreement between the fields, areas of tension, and promising directions that could engage educators in mutual planning of appropriate services for all middle-school students. The book includes the following papers: (1) "The Middle School: Mimicking the Success Routes of the Information Age" (Thomas O. Erb) which reviews the historical issues surrounding gifted education and middle-level education; (2) "Middle Schools and Their Impact on Talent Development" (Mary Ruth Coleman and James J. Gallagher) which describes two studies, one which compared attitudes of middle school and gifted educators and the other which looked at current best practices; (3) "Gifted Learners and the Middle School: Problem or Promise?" (Carol Ann Tomlinson) which outlines areas of tension between the two fields and suggests areas where leaders might collaborate; (4)

PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)

DESCRIPTORS- *Attention Deficit Disorders; *Behavior Disorders; Drug Therapy; Elementary Secondary Education; *Emotional Disturbances; Hyperactivity; *Interpersonal Competence; *Labor Turnover; Leadership Qualities; Outcomes of Treatment; Personnel Needs; Prosocial Behavior; Student Behavior; *Student Characteristics; Teacher Attitudes

IDENTIFIERS- Georgia; *Georgia Psychoeducational Network

This report presents four papers on services provided to students with severe emotional and/or behavioral disorders by the Georgia Psychoeducational Network (GPN). "Teacher Ratings of Pro-social Behaviors for Medicated ADHD Students" (Catherine P. Fortner) reports on the development of positive social skills in 111 medicated male students with attention deficit hyperactivity disorder. "Personnel Attrition in the Georgia Psychoeducational Network over Six Years 1986-1992" (Harry Hamm) reports on a study which examined the personnel attrition rate of the 24 programs in the Georgia Psychoeducational Network. "A Ten Year Comparison of Demographic Descriptors of Students with Severe Emotional/Behavioral Disorders (SE/BD) in Georgia" (Wayne Moffett and William W. Swan) compared the characteristics of 5008 students with SE/BD served in the GPN during fiscal year 1985 with 4075 students served during 1995. In "A Leadership Metaphor: The Busy Airport Terminal" (Brenda Bedford), leadership efforts are examined and a metaphor is developed comparing the Oconee Psychoeducational Program to a busy airport. (CR)

ED 398 685 EC 304 977

Johnson, Lara; And Others

The Missing Link: Self Study Continuing Education for Nutrition Services Awareness in Early Intervention. Workbook.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

PUB DATE- 95

NOTE- 35p.; Accompanying videotape not available from EDRS. Cover title: The Missing Link: Including Nutrition Services in Early Intervention Programs. A Trainer's Manual. A product of the Frances Stern Nutrition Center and Shriver Center University Affiliated Program.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Health; Delivery Systems; Early Childhood Education; *Early Intervention; Federal Legislation; Individualized Family Service Plans; Infants; Models; *Nutrition; *Nutrition Instruction; Physical Health; Program Evaluation; *Special Health Problems; Young Children

IDENTIFIERS- Individuals with Disabilities Education Act Part H

This workbook is a companion to an 18-minute instructional video on nutrition services in early intervention programs. Both the workbook and the video are designed to assist early intervention professionals concerning nutrition and feeding concerns of children with special health care needs. The following issues are addressed: importance of nutrition services; the range of common nutrition problems faced by early intervention clients and their families; the effects on families when nutrition issues are not addressed; an references.) (CR)

ED 398 701 EC 304 993

Evelo, David; And Others
Keeping Kids in School: Using Check & Connect for Dropout Prevention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dropout Prevention; Educational Strategies; *High Risk Students; *Intervention; Outreach Programs; Program Development; Program Effectiveness; Pupil Personnel Services; Secondary Education; *Special Needs Students; Student School Relationship

This manual describes "Check and Connect," a procedure to prevent high risk secondary students from dropping out of school. The purpose of the "check" component is to assess the extent to which students are engaged in school and signs of school withdrawal. The purpose of the "connect" component is to respond on a regular basis to students' educational needs. Targeted students receive basic interventions and students exhibiting high-risk behaviors receive additional intensive interventions. The manual provides information on identifying students at risk of dropping out, including a table of risk factors. The role of the monitor, the person responsible for helping a student stay connected to school, is explained. "Check" procedures are reviewed, with definitions given for indicators and criteria for high risk students. Discussion of "connect" procedures focuses on such strategies as giving students regular feedback, discussing the importance of school, providing academic support, and solving problems. Interventions are suggested which are specific to each risk factor. Common implementation barriers are identified with recommended solutions. Strategies for enhancing the procedure and indicators of success are suggested. Appendices include monitoring sheets, an "Economics of Staying in School Fact Sheet," a "Five-Step Plan Worksheet," and a contract form. (Contains 23 endnotes.) (CR)

ED 398 702 EC 304 994

Floyd, Nanette M.
Community Connections: An Affective and Inclusive Advisory Curriculum.
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; Cooperation; Curriculum Guides; *Disabilities; Friendship; *Humanistic Education; *Inclusive Schools; Intermediate Grades; Interpersonal Communication; Interpersonal Competence; Junior High Schools; *Learning Activities; Lesson Plans; Middle Schools; *Peer Relationship; Problem Solving; Program Development; Self Esteem; Student

and referral agencies, and a list of 14 organizational resources. (Contains 18 references.) (CR)

ED 398 719 EC 305 012

Walker, Sylvia; And Others
Prevalence of Disabling Conditions among Diverse Racial/Ethnic Groups in the United States.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Blacks; Cultural Differences; Demography; *Disabilities; Educational Background; Employment; *Ethnic Groups; Family Income; Hispanic Americans; *Incidence; Marital Status; *Minority Groups; Sex Differences; Socioeconomic Status; Vocational Rehabilitation
IDENTIFIERS- African Americans; National Health Interview Survey

This study used data on 120,032 people from the 1991 National Health Interview Survey to assess prevalence of disabilities among racial and ethnic minority groups. It examined the status of racial/ethnic minority persons in the following four disability categories: (1) chronic health conditions; (2) physical, sensory, and language impairments; (3) mental disorders; and (4) nervous disorders. It related these categories to a number of reference variables including gender, age, education, family income, marital status, employment, and geographic region. Among findings were the following: African American males have higher percentages of mental and nervous disorders than other males; there is an overrepresentation of African and Hispanic Americans in all four disability categories; and a large number of minority persons with disabilities are in the working-age population. A tendency was found for minority persons across disability categories to be at the bottom of the economic ladder. Policy recommendations include the need for outreach efforts to people with disabilities in minority populations and provision of culturally appropriate services by vocational rehabilitation professionals. Specific data charts are included in the appendix. (Contains 34 references.) (CR)

ED 398 720 EC 305 013

Model Policies and Procedures for the Education of Children with Disabilities.
PUB DATE- 95
NOTE- 421p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Confidentiality; *Disabilities; Disability Identification; Due Process; Educational Legislation; *Educational Policy; *Educational Practices; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; *Legal Responsibility; Student Evaluation; Student Placement; Student Rights

Issues in Second Language Learning in a Multilingual Context.
PUB DATE- 94
NOTE- 15p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p25-35, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Context; Curriculum Design; *Educational Environment; *Educational Policy; Educational Strategies; Foreign Countries; Instructional Materials; Language Attitudes; Language Planning; Language Teachers; *Multilingualism; *Pragmatics; Public Policy; Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- *Nigeria

This paper argues that while there are factors common to second language learning in both monolingual and multilingual contexts, there are also predictable differences in degree arising from a one-many or many-one language learning situation, common to both contexts, as opposed to a many-many language learning situation typical of the multilingual context. In the context of current language learning and teaching practices in Nigeria, issues in language policy (especially with regard to language choice at different levels of education), language attitudes, curriculum design and content, instructional materials, and language teacher role and training are examined and attention is drawn to the problems arising from these factors in relation to some current approaches to language learning and teaching. Contains 35 references. (MSE)

ED 398 739 FL 024 041

Kachru, Yamuna
Crosscultural Speech Act Research and the Classroom.
PUB DATE- 94
NOTE- 14p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p39-51, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cross Cultural Studies; English (Second Language); *Intercultural Communication; *Language Research; Language Variation; Linguistic Theory; *Pragmatics; Research Needs; Second Language Instruction; Second Language Learning; *Second Languages; *Speech Acts

The current state of research on cross-cultural speech acts is examined, its applicability to the second language classroom is evaluated, and new directions for research, with more relevance for classroom practice, are recommended. Problems found with cross-cultural speech act research to date include questions it has raised about the universal applicability of several theoretical notions of pragmatics, use of a limited range of variables, and inadequate use of ethnographic methods. In addition, the usefulness of the findings in second language instruction are limited. Suggestions are made for solving several theoretical and methodological problems in the research, including: establishment of explicit criteria for comparability across languages; more attention to the constraints on speech acts by domains of interaction, status and role relationships, and other situational factors; focus on how speech acts interact with cooperative and politeness

Athabaskan, Eyak, and Tlingit Sonorants. Alaska Native Language
Center Research Papers No. 5.
PUB DATE- 81
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alaska Natives; American Indian Languages; *Athapascan Languages; *Consonants; Descriptive Linguistics; Diachronic Linguistics; Language Patterns; Language Research; Linguistic Theory; *Phonology; *Uncommonly Taught Languages
IDENTIFIERS- *Eyak; Fricatives; Sonorants; *Tlingit

A historical-comparative study of the sonorant system of Athabaskan, Eyak, and Tlingit, American Indian languages of Alaska, is presented. In this study, sonorants are considered as a class rather than as a constituent of the general consonant group. An opening section looks at the development of the generally recognized Proto-Athabaskan (PA) sonorants, and subsequent sections consider, in greater detail, specific PA sonorants, stem-initial sonorants, ablaut and nasalization in Athabaskan, stems with an internal sonorant or fricative, and Na-Dene sonorant systems (PA, Eyak, PA-Eyak correspondences, Tlingit, Tlingit/Eyak/Athabaskan correspondences, Na-Dene/Haida/Tsimshian). Appended sections explain transcriptions and abbreviations, and an index of the PA stems. Contains 143 references. (MSE)

ED 398 760 FL 024 069

Kaplan, Lawrence D.
Phonological Issues in North Alaskan Inupiaq. Alaska Native Language Center Research Papers No. 6.
PUB DATE- 81
NOTE- 287p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; Contrastive Linguistics; Descriptive Linguistics; Diachronic Linguistics; English; Eskimo Aleut Languages; *Inupiaq; *Language Patterns; *Linguistic Borrowing; Morphology (Languages); Orthographic Symbols; *Phonology; Regional Dialects; Uncommonly Taught Languages
IDENTIFIERS- *Language Contact

The monograph on the North Alaskan dialect of Inupiaq, an Eskimo language, makes a phonological comparison of the two subdialects, Barrow and Kobuk. An introductory section outlines basic word structure and standard orthography, and gives an overview of the dialects' phonology. Subsequent sections give an extensive phonological analysis of these patterns and processes: consonant assimilation; assibilation and palatization; and consonant gemination. In general, a synchronic perspective is taken, although some consideration is given to historic factors. Loan words and changes possibly attributable to contact with English are also explored briefly. Contains 54 references. (MSE)

ED 398 761 FL 024 070

Krauss, Michael, Ed.
Yupik Eskimo Prosodic Systems: Descriptive and Comparative Studies. Alaska Native Language Center Research Papers No. 7.
PUB DATE- 85
NOTE- 223p.

interns, and community service. Chapter 9 discusses how to prepare a personal dossier that is complete and easy for the tenure review committee to review. Appendices provide a typical tenure and promotion document and a typical letter of application and resume. (CK)

ED 398 779 HE 029 376

Ortman, Joan
Commuter Students in Colleges and Universities.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Access to Education; *Administrator Attitudes; College Faculty; College Students; *Commuting Students; Day Care; *Equal Education; Extension Education; Females; Higher Education; High Risk Students; *Low Income Groups; Off Campus Facilities; Student Adjustment; Student Development; *Student Motivation; *Student Needs

This paper explores the myths surrounding the higher education of commuter students and investigates their needs and concerns. Today's college students include increasing numbers of adult, female, minority, and part-time students. Commuter students, i.e., those living off-campus, make up the largest and most diverse group. Many of these students attend college to improve their employment potential. Their common concerns relate to transportation, safety, work, managing households, caring for family members, the side effects of medication, and establishing college roots. Their support systems consist of family and friends, some of whom may feel threatened by, and unsupportive of, the student's commitment to attend college. College personnel entertain several myths about these students regarding their commitment to academic achievement, their abilities and aspirations, and the costs required to educate them. Psychological and other theories may illuminate these students' difficulties. Measures which institutions should adopt to help commuter students include committing to the equality of all students and ensuring that college programs address these needs equitably. Measures that the University of Illinois Urbana-Champaign provide for commuter students include off-campus courses and programs. Measures that Chicago State University has initiated include a streamlined, shortened registration process and a "welcome week." Other methods to help community students with the college experience include providing weekend and evening courses, and child care services, and keeping the library open until 2 a.m. during final exams. Hopefully, increased awareness of college administrators of the special needs of commuter students will lead to improved services for them. (Contains 20 references.) (CK)

ED 398 780 HE 029 377

Appel, Morgan; And Others
The Impact of Diversity on Students. A Preliminary Review of the Research Literature.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 73p.; For related documents, see HE 029 378-382.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Farnham, Nicholas, Ed.; Yarmolinsky, Adam, Ed.
Rethinking Liberal Education.
PUB DATE- 96
NOTE- 168p.; Papers presented at a symposium held at the American Academy of Arts and Sciences (Cambridge, MA, April, 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Change Strategies; *College Curriculum; College Preparation; College Role; Computer Literacy; *Educational Change; Educational History; *Educational Philosophy; Futures (of Society); Higher Education; Institutional Mission; *Liberal Arts; Role of Education; Scholarship; Student Role; Technological Advancement

The collection of 10 essays addresses the requirements of liberal education for the next century and the strategies for getting there. The papers propose better ways of linking the curriculum and organization of liberal arts colleges with challenging economic and social realities. After an introductory essay (by Nicholas H. Farnham), the following essays are included: (1) "A Historical Perspective" (Bruce A. Kimball); (2) (3) "The Importance of Mission" (Susan Resneck Pierce); (3) "Some Thoughts on Curriculum and Change" (Leon Botstein); (4) "The Search for American Liberal Education" (Frank F. Wong); (5) "Restructuring for the Twenty-First Century" (Stanley N. Katz); (6) "The Years Before College" (Howard Gardner); (7) "Technology and Computer Literacy" (Peter Lyman); (8) "Constraints and Opportunities" (Adam Yarmolinsky); and (9) "The Student as Scholar" (Ernest L. Boyer). A statement from the April 1994 conference, from which this book emerged, is appended. The statement is an agreement on directions for liberal arts education and includes 11 recommendations such as support for comprehensive evaluations of all faculty, increased flexibility of organizational structures, full utilization of technology, improvement of teaching of faculty throughout their careers, development of alternatives to traditional student and faculty assessment techniques, and encouragement of student involvement in local and global communities. (Most papers contain reference notes.) (MSE)

ED 398 798 HE 029 395

Self Evaluation Guide for Institutional Participation in Title IV and Other Federal Progams. 12th Edition. 1995-96 and 1996-97.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 96
NOTE- 275p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Administrator Guides; Check Lists; College Role; Compliance (Legal); Federal Aid; Federal Legislation; *Federal Programs; *Federal Regulation; Financial Audits; Money Management; Postsecondary Education; *Program Administration; Recordkeeping; School Accounting; *School Responsibility; *Self Evaluation (Groups); Standards; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Title IV

issues in three key areas: common performance management (PM) system elements, issues and barriers identified during design and implementation of PM, and strategies used to manage identified issues and barriers. "The Human Resource Developer and the Engineer: New Partners for a New Century" (Peter A. DeLisle) advances the proposal that the two professions best prepared to meet the business and organizational challenges of the millennium and beyond are HRD specialists and practicing engineers. (YLB)

ED 398 363 CE 070 967

Team Building in HRD .
PUB DATE- Mar 95
NOTE- 44p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Research; Evaluation; Human Resources; *Labor Force Development; *Measures (Individuals); *Models; *Problem Solving; *Productivity; Systems Approach; *Teamwork

These five papers are from a symposium that was facilitated by Susan Dougherty at the 1995 conference of the Academy of Human Resource Development (HRD). "The Relationship between Productivity and Work Team Autonomy and Team Process Effectiveness" (Candice L. Phelan) reports that correlation analysis of results of a study of 21 work teams revealed a strong, significant relationship between productivity and process effectiveness and no relationship with autonomy. "A Team Assessment Instrument" (Jeff Allen) analyzes the reliability and validity of scores from a team assessment instrument, and reports study findings that indicate the reliability of instrument scores was adequate and an increase in the number of team members raised the reliability of instrument scores. "Developing a Systems Approach for Dysfunctional Teams" (David W. Wright, Paul E. Brauchle) depicts a systems model of interrelated steps that a team goes through to solve a work-related problem. "The Myth of Self-Directed Teams and the Ineffectiveness of Team Effectiveness Training: An Argument with Special Reference to Teams that Produce Knowledge" (Ann K. Brooks) argues that the failure of many teams to achieve their objectives is wrongly addressed by team-building interventions. "Successful Teams, But at What Level? An Evaluation Model of Team Success at an International High Technology Firm" (Oma Morey) examines how different stakeholders within an organization define success and develops a team success model from the literature and a case study of teams that yielded perceptions of success. (YLB)

ED 398 364 CE 070 968

Diversity in the Workplace in HRD .
PUB DATE- Mar 95
NOTE- 39p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

questionnaire is appended. (MN)

ED 398 381 CE 072 059

Canadian Journal for the Study of Adult Education = la Revue canadienne pour l'etude de l'education des adultes. 1987-1994.
PUB DATE- 94
NOTE- 1,612p.; Seventeen consecutive issues from its inception through 1994.
LANGUAGE- English
EDRS Price- MF13/PC65 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Dropout Prevention; Dropouts; Educational Finance; *Educational Objectives; Educational Philosophy; *Educational Practices; Educational Research; *Educational Trends; Education Work Relationship; Feminism; Financial Support; Foreign Countries; Graduate Study; Higher Education; Immigrants; International Studies; Nontraditional Occupations; Predictor Variables; *Role of Education; Womens Education; Womens Studies
IDENTIFIERS- *Canada; Great Britain; Mexico; Tanzania

These 17 issues include feature articles and perspectives on the study of adult education, as well as book reviews/recensions of works related to adult education. Some articles are written in English, and some are written in French. Among the feature articles included are the following: "The Fifties: Pivotal Decade in Canadian Adult Education" (Selman); "'A Most Insistent Demand': The Pas Experiment in Community Education, 1938-1940" (Welton); "Feminist Discourse and the Research Enterprise: Implications for Adult Education Research" (Warren); "The Effectiveness of Education Interventions in the Development of Nontraditional Occupational Role Identification" (Brook); "Learning to Name Our Learning Processes" (Griffin); "Learning and Philosophy of Mind" (Selman); "1972--Year of Affirmation for Adult Education" (Selman); "Adult Education and Public Funding Policies: The 'Whiskey-Money' in Britain and Its Implications for Adult Education in Canada" (Keane); "Survey of Adult Education Research in Canada" (Garrison; Baskett); "International Studies in Graduate Programs in Adult Education in Canada" (Draper); "Factor Structure of Variables Associated with Dropout: A Confirmatory Study" (Garrison); "Women as Learners: Issues for Visual and Virtual Classrooms" (Burge); "Study of the Student Retention Effort in the New Brunswick Community College System" (Phillips); "Critical Adult Education: A Response to Contemporary Social Crisis" (Little); "Can Critical Theory Save Adult Education from Post-Modernism?" (Finger); "Preparation for Partnership: Reform of Professional Education" (Stewart); "Women's Learning: Implications for Adult Education Research and Practice" (Smith); "Theoretical and Empirical Perspectives on Marine Incidents and Their Prevention through Education" (Boshier); "Personal Change through Participation in Social Action: A Case Study of Ten Social Activists" (Scott); "Educative or Miseducative Work: A Critique of the Current Debate on Work and Education" (Hart); "Political Economy of Adult Education in Comparative Perspective: A Critique of Mainstream Adult Education Models in Canada, Mexico, and Tanzania" (Torres; Schugurensky); "Organizing with Immigrant Women: A Critique of Community Development in Adult Education" (Lee); "Teaching Activists for Social Change: Coming to Grips with Questions of Subjectivity and Domination" (Razack); "Adult Learner/Teacher Relationship and Sexual Harassment: De-meaning Traditions" (Stalker); "Tele-Distance Education in Women's Studies: Issues for Feminist Pedagogy"

Vandegrift, Judith A.; Dickey, Linda
Conversations with Arizona's School to Work Advisory Council. Arizona School to Work Briefing Paper #1.
PUB DATE- Jul 96
NOTE- 9p.; For a related document, see CE 072 249.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Advisory Committees; Community Involvement; *Education Work Relationship; Elementary Secondary Education; *Integrated Curriculum; *School Business Relationship; *School Community Relationship; *State Programs; Teacher Education; Vocational Education
IDENTIFIERS- *Arizona

Twenty of 26 active members of the Governor's School to Work (STW) Advisory Council shared their views of and expectations for Arizona's STW initiative. The STW transition occurred in one of three ways: instructors in vocational programs had linkages with employers; a program, school, or district had a placement person to facilitate students' STW transitions; and students were tossed into the milieu of work. Three major, interrelated themes related to state-level issues that needed to be addressed to improve the STW transition emerged: state commitment to and unilateral support for the initiative; communication and education about STW; and business/community involvement. Key building blocks of a state system were postulated as follows: a state infrastructure that steered STW activities and provided consistency and continuity of purpose; programs for elementary and secondary students that integrated academic and vocational learning through linked work- and school-based activities; university and continuing education programs for teachers and counselors that reinforced the concept of the value of work; a technological infrastructure that supported the programmatic elements of STW; and business and community involvement. The top three outcomes that the STW system should be able to demonstrate were happier, more satisfied students; changes in the value placed on STW; and employer satisfaction. Three key roles for council members were identified: policy advisors/problem solvers, decision makers, and advocates/liaisons. (YLB)

ED 398 400 CE 072 249

Vandegrift, Judith A.; Wright, Joel
Public Perceptions of School to Work: Baseline Results. Arizona School to Work Briefing Paper #2.
PUB DATE- Aug 96
NOTE- 7p.; For a related document, see CE 072 248.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational Change; *Education Work Relationship; Elementary Secondary Education; *Employer Attitudes; Integrated Services; *Parent Attitudes; State Programs; *Teacher Attitudes; Vocational Education
IDENTIFIERS- *Arizona

In spring 1996, a statewide public poll was conducted to establish baseline measures of public attitudes toward school to work (STW) prior to its widespread implementation in Arizona schools. A total of 2,788 Arizonans participated in this initial STW poll representing 750 parents, 750 businesses, and 1,288 educators (557 teachers, 549 principals, and 182 institutions for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women; (5) project descriptions showed increases compared to previous years in the use of comprehensive approaches for students' access to and matriculation in programs and job placement; (6) projects showed increases in tracking of students upon their leaving, but this area continues to be a weak aspect of programs; (7) about half of those with outcome data were completers of their programs and about one-third were completers with standard-or-above positions in their fields; and (8) projects for state leadership and evaluation implemented numerous activities and produced materials to promote gender equity, such as workshops, a state conference, literature, a newsletter, videotapes; and conducted research to monitor the state's progress toward gender equity. (KC)

ED 398 417 CE 072 281

Joyner, Randy L., Ed.
Research for Education in a Democratic Society. Proceedings of the 1996 AERA Vocational Education Special Interest Group (New York, NY, April 8-12, 1996).
PUB DATE- Apr 96
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Competence; Educational Needs; *Education Work Relationship; Employment Potential; *High Risk Students; Inservice Teacher Education; *Job Skills; *Mathematical Applications; Outcomes of Education; Postsecondary Education; *School Business Relationship; Secondary Education; Teacher Attitudes; Tech Prep; *Vocational Education; Vocational Education Teachers

This proceedings contains an invited paper--"Employers Expectations of Graduates: Implications for Schools" (Henry A. Peel) and nine refereed papers from a conference on vocational education research. The refereed papers are the following: "Producing Knowledge in Career-Oriented Programs: Students' Perspectives on School Experiences" (Victor A. Hernandez-Gantes, Dorothy Sanchez); "Generic Skills at Work: Implications for Occupationally-Oriented Education" (Cathleen Stasz); "The Impact of a Community Based School-to-Work Program for High Risk Youth" (Laurel Adler et al.); "Education for Employment: An Analytical Framework Relating Schooling to Workforce Preparedness" (Noemi Friedlander); "Conducting Successful School-to-Work Transition Programs: Teacher Expertise and Professional Development Needs" (Curtis R. Finch et al.); "A Case Study Analysis of Two School-to-Work Transition Partnerships" (Michael J. Berson, Nick Elksnin); "A Comparison of Students' Achievement in Applied Mathematics for TECH PREP and Algebra I" (C. Kenneth Tanner, Patricia J. R. Chism); "Student Performance after Instruction in Applied Mathematics" (Malcolm Keif, Bob R. Stewart); and "The Importance of Workplace Basics Competencies (SCANS) as Perceived by Secondary Vocational Education Teachers" (Lonnie Echternacht, Ling-Yu Melody Wen). (KC)

ED 398 418 CE 072 283

Joyner, Randy L., Ed.
North Carolina Council of Vocational Teacher Educators. Proceedings of the Annual Summer Workshop (11th, Raleigh, North

DESCRIPTORS- Case Studies; *Continuing Education; Dairy Farmers; Educational Needs; *Food Processing Occupations; Foreign Countries; Job Skills; *Job Training; Labor Needs; *Meat Packing Industry; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; Vocational Education
IDENTIFIERS- *Denmark

A study of the food sector in Denmark was limited to the slaughterhouse, dairy, beverages sectors. The food sector was the most important single industry in the Danish economy. It was the largest manufacturing sector, generated one-third of total manufacturing, and comprised approximately 8 percent of the total Danish gross domestic product. It was a very heterogeneous sector predominantly made up of large companies. With no legal requirement for continuing training under Danish law, a tradition developed over the years with regard to initial and continuing training that was based solely on voluntary agreements between management and work force. The main principle of all vocational training was that the state made resources available in its budget. The chosen strategic course that aims to establish a customer-supplier relationship with foreign food companies by providing a high level of market readiness regarding quality, taste, appearance, and packaging of primary products would require the Danish food sector's product development efforts to be strengthened. The strategy would require the improvement of a number of commercial skills (languages, selling, marketing, and intercultural activities) in programs with a distinct European base. Four companies were involved in case studies: Loven Petfood A/S, Nr. Vium Mejeri, Carlsberg A/S, and Steff/Houlberg. Each case study described the company, continuing vocational training, specific training programs, and training assessment. (YLB)

ED 398 436 CE 072 313

Spence, Jacqueline M.
Training in the Food and Beverages Sector in Luxembourg. Report for the FORCE Programme.
PUB DATE- 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Continuing Education; Educational Needs; *Food; *Food Processing Occupations; Foreign Countries; Job Skills; *Job Training; Labor Needs; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; Vocational Education
IDENTIFIERS- *Luxembourg

A study examined the structure of the food and beverages sector of Luxembourg, the continuing vocational training opportunities available, future training requirements, and the issues arising. It found that the food/beverages sector was relatively small and a traditional source of employment that was maintaining its craft character but developing and moving toward more sophisticated production processes in certain areas. The sector employed some 3,300 people, 1.5 percent of the total work force. It had no specific employment legislation and no legal requirement to provide continuing vocational training. The sector was characterized by a large number of small- and medium-sized companies. A certain number of companies were restructuring and introducing new technology which altered requirements for training and levels of qualification of employees. The apprenticeship system was in

Secondary Education; Sex Fairness; Technical Education; Vocational Education

This book is the first in a series aiming to promote international exchange of ideas, experiences, and studies relating to technical and vocational education. Recommendations for educational and vocational guidance policies and programs are given. Part 1 lists the goals of guidance: for students to know and appreciate themselves, to relate effectively with others, to develop appropriate educational plans, and to explore career alternatives. Part 2 describes what a policy is. Part 3 provides some information useful in planning and replanning guidance services. Part 4 discusses content of the program: guidance curriculum, individual planning, responsive services, and system support. Part 5 focuses on areas of the guidance curriculum. Part 6 discusses responsive services. Part 7 on systems support covers course selection, preparing for a postsecondary program, advocacy, peer career counseling, peer tutoring, and counselor time allocation. Part 8 considers external relations--marketing guidance, partnerships, and promotion. Parts 9-12 focus on program evaluation, counselor competencies, counselor training and vocational development of girls and women. Contains 26 references. (YLB)

ED 398 454 CE 072 396

Herremans, Albert

New Training Technologies. Studies on Technical and Vocational Education 2.

PUB DATE- 95

NOTE- 97p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other documents in this series, see ED 391 949 and CE 072 395-400.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Artificial Intelligence; Audiovisual Aids; Computer Assisted Instruction; *Distance Education; Educational Development; *Educational Technology; Futures (of Society); Group Instruction; Individual Instruction; *Microcomputers; *Multimedia Instruction; Postsecondary Education; Secondary Education; Technological Advancement; Training; Videotape Recordings; Vocational Education; Workstations

This book is the second in a series aiming to promote international exchange of ideas, experiences, and studies relating to technical and vocational education. Information provided is designed to help educators and trainers plan for an intelligent use of new training technologies (NTTs) to improve the access to basic and advanced lifelong learning that will make it easier to get a job and continue to find employment. Chapter 1 discusses the reasons why NTTs may be used in education and training. Chapter 2 presents information on how NTTs can be used in group and individual learning. Chapter 3 suggests a methodology to select the most appropriate NTT for a particular curriculum or course. Chapter 4 offers practical hints for introducing NTTs in a training institution. Chapter 5 mentions trends for the next few years to help make the best possible investment in NTTs. Eight appendixes present technical aspects of NTTs' descriptions: (1) compatibility (personal computer buses/architecture; microprocessors; operating systems; graphic modes; digital images, sound, and video files; color standards; and videotape formats); (2) suggested PC configurations; (3) laser technology; (4) digital versus analog; (5) digitizing; (6) telecommunications and training; (7) more technologies for training; and (8) training the

Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Alaska; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in Alaska are the focus of this study. Participants were 14 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 32 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to allow for extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Both affective and normative commitment have been linked to superior performance, while continuance commitment has been linked to less than ideal performance. As a group, Alaska's public rehabilitation counselors seem to be operating rather equally from all components of commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 473 CG 027 180

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: California.
PUB DATE- Mar 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *California; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitaton agencies in California are the focus of this study. Participants were 223 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 435 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that work behaviors are important predictors of the overall job satisfaction, emotional attachment normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most

Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Rhode Island.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Rhode Island

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agency in Rhode Island are the focus of this study. Participants were 23 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 50 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to conduct extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. From the national sample work behaviors appear to be the most important predictors of counselors' job satisfaction, affective commitment, and normative commitment. Rhode Island's rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in the larger national sample. Rhode Island's public rehabilitation agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 492 CG 027 199

Satcher, Jamie; McGhee, Marcheta
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: South Carolina.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *South Carolina

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agency in South Carolina are the focus of this study. Participants were 4 rehabilitation counselor survey respondents from a year-long ethnographic case study examines the ways in which residents of an undergraduate women's residential unit at a state comprehensive university talk about academic activity. It illustrates how female students talk about learning and speculates about the interaction between that talk and their curricular experiences. Two themes which emerged from the data are highlighted: (1) a shared sense of personal cost-benefit analysis by which women residents set limits on the expenditure of time and energy for academic pursuits; and (2) taboos which constrain conversations with co-residents about intellectual topics or curricular content. Contains 35 references. (TS)

ED 398 511 CG 027 302

Rohr, Michael E.; And Others
Identifying Victims of Abuse Using the Personality Inventory for Children: I. Applications for Adolescent Runaways.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Child Abuse; *Diagnostic Tests; Evaluation Needs; Evaluation Utilization; Psychological Evaluation; *Runaways; Secondary Education; Sexual Abuse; Youth Problems
IDENTIFIERS- *Personality Inventory For Children

The physical and sexual abuse of children and adolescents has been gaining attention as a national problem of social and clinical significance. In this study a model was developed in order to identify abuse (victimization) in an adolescent population (n=52). Four scales (Adjustment, Delinquency, Family Relations, and Anxiety) of the Personality Inventory for Children (PIC) correctly classified 90.4% of the criterion group with only 9.6% misclassified. Over 97% of the control sample (non-victims) were correctly classified with only 2.6% being misclassified. The model was cross-validated with a sample of adolescent runaways. Ninety-five percent of the allegedly abused runaways were correctly classified with only 5% misclassified. The reliability of the model was further bolstered by the finding that the PIC scale profile of the adolescent victims, whose abuse had been substantiated, was not significantly different from the alleged runaways' PIC scale profile. The findings lend support for establishing a psychologically oriented assessment component within programs that work with runaways, and for taking a pro-active position toward abuse. Two tables present data. Contains 33 references. (Author/TS)

ED 398 512 CG 027 304

Going to Court: An Activity Book for Children.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Sep 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; Court Litigation; Court Role; *Courts; Educational Resources; Elementary Education; Information

Council of Teachers of English. After an introductory essay ("Wordcrafting: What Makes a Book Notable in the Language Arts?" by Susan Lehr), chapters in the book are (1) "Picture Books: Language That Sparks the Mind and Fuels the Imagination" (Janice V. Kristo and Linda Leonard Lamme); (2) "Poetic Texts and Poetic Language" (Amy A. McClure); (3) "The Language of Facts: Using Nonfiction Books to Support Language Growth" (Sylvia M. Vardell); (4) "Notable Novels in the Classroom: Helping Students to Increase Their Knowledge of Language and Literature" (Christine Doyle Francis); (5) "Language Use through Drama" (Anthony L. Manna); (6) "Language of the Storyteller" (Inga Kromann-Kelly); and (7) "Connecting Writing, Talk, and Literature" (Yvonne Siu-Runyan); (8) "How to Do Things with Words: Trickster Stories, Multicultural Awareness, and Language Arts" (Jon C. Stott); (9) "Diversity in Language: Using Notable African American Children's Literature in the Classroom" (Deborah Thompson); (10) "International Books and the Language Arts" (Carl M. Tomlinson); and (11) "Linking Literature and Language Use through Thematic Units" (Barbara Chatton and Susan Hepler). The book concludes with essays written by 38 authors of Notable Books (including Avi, Eve Bunting, Paula Fox, Patricia Lauber, Gary Paulsen, and Jerry Spinelli) that reflect on their own processes of writing and the decisions they make about such matters as wording, style, and the use of dialect. A bibliography of approximately 300 Notable Books is attached. (RS)

ED 398 531 CS 012 546

Duffy, Thomas; And Others
Cognitive, Social, and Literacy Competencies: The Chelsea Bank Simulation Project. Year One: Final Report. Volume 1.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.
PUB DATE- Aug 96
NOTE- 124p.; For Volume 2: Appendices, see CS 012 547.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Classroom Research; Computer Assisted Instruction; *Computer Simulation; Problem Solving; Program Effectiveness; Secondary Education; *Teacher Behavior
IDENTIFIERS- *Chelsea Bank Simulation Project

A 1-year study determined what students were doing as they engaged in the Chelsea Bank computer software simulation activities. The major goal of the analysis was to build a knowledge base for the development of assessments that would guide instruction and focus teachers and students (in middle-level and high school classrooms) as they used the simulation materials. The primary data source was a set of 22 hours of videotaped classroom activities. In addition, classroom observations; teacher, student, and administrator interviews; and reviews of classroom assignments and projects were used in the analysis. Five major outcomes were achieved the first year: (1) analysis of student/teacher activities as related to the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies; (2) outlining of the structure/format for performance assessments that could be developed to assess program outcomes; (3) analysis of the program impact on the school and classroom curriculum; (4) reporting on the problem-solving competencies emphasized by the program; and (5) analysis of the program components and their impact on learning outcomes. Four key issues cut across all analyses that were conducted: the teacher appeared crucial in developing problem-dimensions of reading motivations, including reading efficacy, several intrinsic and several extrinsic reading motivations, social aspects of reading, and the desire to avoid reading. Approximately 600 fifth- and sixth-grade children completed the MRQ as part of a larger intervention study designed to increase children's reading comprehension and enjoyment of reading. Analyses of children's responses to the MRQ showed that many of these dimensions can be identified, and measured reliably. Scales based on the different dimensions related positively to one another, and negatively to the desire to avoid reading. Several of the scales related to children's reports of their reading frequency, and to their performance on four measures of reading achievement. (Contains 40 references and 8 tables of data.) (Author/RS)

ED 398 551 CS 012 569

Morrow, Lesley Mandel; Young, John
Parent, Teacher, and Child Participation in a Collaborative Family Literacy Program: The Effects on Attitude, Motivation, and Literacy Achievement. Reading Research Report No. 64.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family School Relationship; Journal Writing; *Parent Participation; Primary Education; Program Effectiveness; *Reading Attitudes; Reading Improvement; *Reading Motivation; Reading Research; Story Telling
IDENTIFIERS- *Family Literacy

A family literacy program was designed to bridge home and school literacy contexts by involving parents and children in developmentally appropriate and culturally sensitive literacy activities. The program's purpose was to enhance children's achievement and interest in reading and writing. The family program was a mirror image of a literature-based school program which included literacy centers in classrooms, teacher-modeled literature activities, and writing and reading appreciation periods called "WRAP (Writing and Reading Appreciation) Time" when children choose with whom to work and in which literacy activities to engage. The home program had similar features to the school program: engaging parents and children in storybook reading, recording words from the environment, writing journals, engaging in storytelling, and using "Highlights for Children" magazine as a home-school connection literacy material. Parent meetings were held monthly with children to share ideas, find out what parents and children wanted to learn, and to give them the opportunity to work and learn together. The program was carried out in an inner-city school district, with mostly African-American and Latino families. Children were in grades 1-3. Pre- and posttests were administered to determine growth in achievement and interest in reading. Achievement and motivation data demonstrated a significant difference in favor of the children in the family program. Success was attributed to the collaboration and shaping of the program by parents and teachers in an atmosphere of mutual respect. (Contains 20 references, and 3 tables and 1 figure of data. An appendix lists storybooks used for testing.) (Author/RS)

ED 398 552 CS 012 570

limitations of conventional research methods previously used to study computer-based literacy activities in classrooms. (Contains 64 references, and 4 tables and 11 figures of data. Appendixes presents parent and teacher questionnaires.) (Author/RS)

ED 398 571 CS 012 599

Marum, Ed, Ed.
Children and Books in the Modern World: Contemporary Perspectives on Literacy.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; *Cultural Context; Elementary Secondary Education; Futures (of Society); Instructional Effectiveness; Interdisciplinary Approach; *Literacy; Literature Appreciation; *Mass Media; *Theory Practice Relationship
IDENTIFIERS- Cultural Studies; Educational Issues; *Literacy as a Social Process; Teaching Perspectives; Text Factors

This collection of articles is concerned with contemporary attitudes and approaches to the teaching of literacy, children's literature, and other non-book texts and media. The collection offers practical as well as theoretical perspectives and addresses issues of good practice as well as of policy. It provides interdisciplinary perspectives drawn from Great Britain, Europe, and the United States and deals with a range of important literacy issues, including: the changing meanings and applications of literacy in the 20th century; literature as cultural heritage and its place in contemporary society; literature defined in the social frame; and the quality of literacy teaching in relation to social expectations. Following an introduction by the editor, articles in the collection are: (1) "Literacy: Its Roller-coaster Ride through U.S. Education" (John S. Simmons); (2) "Beyond England's National Curriculum for English" (Ed Marum); (3) "Core Curriculum; Cultural Heritage; Literacy: Recent Perspectives and Trends in Norwegian Education" (Bjorg B. Gundem); (4) "How Do We Evaluate the Literature Curriculum?: About a Social Frame of Reference" (Gert Rijlaarsdam and Tanja Janssen); (5) "Students as Self-assessors: Learning Experiences of Literature Teaching in Secondary Schools" (Tanja Janssen and Gert Rijlaarsdam); (6) "Outside Forster's Machine: Re-representing Technology in the Age of Cyberspace" (Neil Campbell); (7) "Reading More Than Print" (Ed Marum); and (8) "A Tentative Non-conclusion" (Ed Marum). (NKA)

ED 398 572 CS 215 340

Koziol, Stephen M., Jr.
Pedagogical Emphasis and Practice in the NBPTS EA/ELA Standards.
PUB DATE- Nov 95
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; English Instruction;

Practice: What We Learned and What It Means" (Robert C. Calfee and Pamela Perfumo); (4) "Dialogue, Interplay, and Discovery: Mapping the Role and the Rhetoric of Reflection in Portfolio Assessment" (Kathleen Blake Yancey); (5) "Moving toward Systemic Coherence: A Discussion of Conflicting Perspectives on Portfolio Assessment" (Sandra Murphy and Roberta Camp); (6) "Sailing Ships: A Framework for Portfolios in Formative and Summative Systems" (Miles Myers); (7) "The Metaphor of the Portfolio and the Metaphors in Portfolios: The Relation of Classroom-Based to Large-Scale Assessment" (Sarah L. Jordan and Alan C. Purves); (8) "Tensions in Assessment: The Battle Over Portfolios, Curriculum, and Control" (James M. Wile and Robert J. Tierney); (9) "Video Visits: A Practical Approach for Studying Portfolios" (Pamela Perfumo); (10) "Promoting Student Self-Assessment through Portfolios, Student-Facilitated Conferences, and Cross-Age Interaction" (Margaret Klimenkov and Nino LaPick); (11) "Portfolios: Bridging Cultural and Linguistic Worlds" (Nanette Koelsch and Elise Trumbull); (12) "Teacher Parity in Assessment with the California Learning Record" (Mary A. Barr and Phyllis J. Hallam); (13) "Profiles and Portfolios: Helping Primary-Level Teachers See the Big Picture" (Susan Carey Biggam and Nancy Teitelbaum); (14) "Restructuring Student Assessment and Living to Tell about It" (Carol M. McCabe); and (15) "Portfolios: The Good, the Bad, and the Beautiful" (Patricia A. Belanoff). (RS)

ED 398 589 CS 215 440

Phillips, Sylvia E.
Sentence Combining: A Literature Review.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Higher Education; Kernel Sentences; *Language Research; Learning Strategies; Secondary Education; *Sentence Combining; Sentence Structure; Syntax; Teaching Methods; *Writing (Composition); Writing Improvement; *Writing Instruction; Writing Processes; Writing Strategies
IDENTIFIERS- Historical Background

Sentence combining--a technique of putting strings of sentence kernels together in a variety of ways so that completed sentences possess greater syntactic maturity--is a method offering much promise in the teaching of writing and composition. The purpose of this document is to provide a literature review of this procedure. After defining the term "sentence combining," the review then covers the following topics: historical information, key strategies for teaching sentence combining, a few experimental studies, and an analysis of the benefits and potential pitfalls of this practice. While interest in sentence combining can be traced to ancient times, Noam Chomsky's experiments in transformational grammar served as the impetus for research in contemporary times. The literature also indicates that some scholars prefer cumulative sentence exercises based on the principles devised by Francis Christensen. A few researchers question the use of the T-unit and forced-choice ratings in various sentence-combining studies, but most researchers praise sentence combining as an effective means of improving written compositions. (Contains 55 references.) (Author)

ED 398 590 CS 215 441

DESCRIPTORS- *Class Activities; *Creative Activities; Creative Expression; Elementary Secondary Education; *Learning Motivation; *Student Development; Student Motivation; Teacher Role; *Theater Arts; Theory Practice Relationship
IDENTIFIERS- *Cross Discipline Education; *Drama in Education; Learning across the Curriculum; Oral Communication across the Curriculum

Based on the idea that drama (a medium that children relish and are good at) offers a context and a powerful motivation for learning, this book is intended for the teacher who wants to use drama in the classroom for its own sake or as a tool in other areas of the curriculum. The book looks at the many common concerns teachers have and offers suggestions about setting aside a time and a place for drama; using drama to counter thoughtless and hateful stereotypes; and using drama to enhance not only literature but also math, science, social studies, and history. Following a prologue which defines drama in education, the book is divided into sections on (1) Drama in School: The Stage You're at; (2) Teacher's Tool Kit; (3) Managing a Drama: The Principles, The Process, The Techniques; (4) Formulating a School Drama Policy; and (5) Drama in Action. An epilogue and a select bibliography conclude the book. Extensive illustrations and photographs in the book help to bridge the gap between theory and practice. (NKA)

ED 398 609 CS 509 301

Hayward, Pamela A.
The Use of Vygotsky's Theory of the Zone of Proximal Development in Quantitative Research: A Critical Review.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Learning Processes; Pretests Posttests; *Research Design; *Research Methodology; Research Problems; Statistical Analysis; *Testing; Test Theory
IDENTIFIERS- *Vygotsky (Lev S); *Zone of Proximal Development

This review critiques the use of Lev Vygotsky's concept of the zone of proximal development (ZPD) in quantitative research that focuses on the role communication plays in learning. A study that makes claims in terms of the ZPD should include a pretest, a problem-solving activity, and a posttest. Without these minimal elements, researchers are not working specifically with the ZPD. This review explores research on the ZPD and evaluates how closely each study approximates the necessary elements. It was found that only 3 of the 15 studies analyzed include all of the elements necessary to make claims in relation to the ZPD. This review does not aim to nullify some studies and applaud others; rather, it aims to highlight work that uses the ZPD as a means of interpreting experimental results. What some researchers do not realize is that Vygotsky had some very specific guidelines in mind when he introduced the idea of ZPD. Contains 24 references. (Author/TB)

ED 398 610 CS 509 304

relation to communities. Following the introduction, the chapters include: (1) "Schools in the 'Community' and Urban Context: Incorporating Collaboration and Empowerment" (Bruce Anthony Jones); (2) "Commitment to Community" (Zakia McKinney); (3) "Creating Shared Visions: The Process of Community Deliberation" (Louis Castenell and Sally B. Kilgore); and (4) "Facilitating the Transition from School to Work" (John C. Weidman). Part 2 focuses on teacher, student, curriculum, and instructional needs. Chapters include: (5) "Incentives for Teachers: Mixing the Intrinsic with the Financial" (William A. Firestone); (6) "Teacher Burnout in the Face of Reform: Some Caveats in Breaking the Mold" (Anthony Gary Dworkin and Merric Lee Townsend); (7) "Today Kentucky, Tomorrow America? Linking the Foxfire Philosophy of Teaching to Contemporary American School Reform" (Alan J. De Young); and (8) "Edu-Culture: An Innovative Strategy for Promoting Identity and Scholarship in Young African-American Males" (Kenneth L. Ghee). The third part addresses education-investment strategies as related to the issues of choice, school finance, and state reform. Chapters include: (9) "Choice and Urban School Reform" (Charles Glenn); (10) "The Reform That Wasn't: The Lighthouse Strategy of Local Control" (Maureen W. McClure); and (11) "Beyond Micromanagement, Beyond Deregulation: The State Role in Effective Education Reform" (Susan Perkins Weston). The final part contains chapters that analyze how and what must be invested in schools: (12) "The Age of Education Reform: Myth and Realities" (Marvin J. Berlowitz and Charles C. Jackson); and (13) "Education Reform and Policy Implications" (Kathryn M. Borman). References accompany each chapter. A subject and author index are included. (LMI)

ED 398 628   EA 027 791

Atkins, Agnes O.
Teachers' Opinions of the Teacher Evaluation Process.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discipline Policy; Elementary Secondary Education; Instructional Effectiveness; Job Performance; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision

Most educators would agree that the real purpose of evaluation is to improve instruction. This paper presents findings of a study that identified teachers' attitudes toward the teacher evaluation process. Data were derived from a questionnaire administered to 50 public school teachers--35 elementary and 15 secondary. A chi-square analysis was used to determine statistical significance. The majority of teachers favored the evaluation process; however, they desired to be more involved in it. Most of the sample believed that the principal should conduct the evaluation and that the process should be formative prior to being summative. Teachers also wanted pre- and post-conference evaluations. It is recommended that the evaluation process be updated and changed to include teachers' input. One table is included. (LMI)

ED 398 629   EA 027 792

Klecker, Beverly; Loadman, William E.
A Study of Principals' Openness to Change in 168 Restructuring

consistent with the spirit of the constitutional methods that schools should be using to educate. (Contains 21 references.) (LMI)

ED 398 647 EA 027 822

Alley, Reene A.; MacDonald, Suzanne
Career Development Planning for Female Educational Administration Students Enrolled in a Course on the Secondary School Principalship: Reflections of a Female Instructor.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Career Awareness; Career Choice; *Career Development; *Career Planning; Females; Higher Education; *Principals; Secondary Education; *Women Administrators

Given an expected increase in the number of female administrators, administrator-preparation courses must consider gender differences when developing career-development activities. This paper describes career-development assistance provided by a female educational administration professor to female students enrolled in a course on the Secondary Principalship at the University of Akron (Ohio). The professor offers reflections on her efforts to facilitate women students' development of a viable, personal view of the secondary principalship as a future career. The paper describes course content, delivery structure, and structural elements of the career-development planning process. Career-planning activities helped the women students find direction for their future careers; identify the ramifications of their career choice on personal-growth needs; clarify their self-identities; learn tools for solving personal problems; and adapt the plan to the future. One table is included. (Contains 121 references.) (LMI)

ED 398 648 EA 027 823

Crawford, John; Freeman, Sharon
Why Parents Choose Private Schooling: Implications for Public School Programs and Information Campaigns.
PUB DATE- Apr 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Catholic Schools; Class Size; Discipline; Elementary Secondary Education; Moral Values; *Parent Attitudes; *Parent School Relationship; *Private Schools; *Public Schools; *Religious Factors; *School Choice; Values Education
IDENTIFIERS- Millard School District NE

During the last 2 years, private school growth in the Millard Public School District (Omaha, Nebraska) exceeded that of public schools. This paper presents findings of a study that examined why parents in the Millard Public School District

Ability Middle School Classroom" (Carol Ann Tomlinson) which provides specific suggestions for differentiating curriculum; and (5) "Instructional and Management Strategies for Differentiated, Mixed-Ability Classrooms" (Carol Ann Tomlinson) which provides a matrix of instructional strategies. Appendices include a list of symposium participants and the video script. The video presents views of symposium participants and gifted students on these issues and demonstrates students' needs for both integrated and separate learning experiences. (Contains a bibliography of 18 items.) (CR)

ED 398 667 EC 304 959

Tallent-Runnels, Mary K.; Candler-Lotven, Ann C.
Academic Competitions for Gifted Students: A Resource Book for Teachers and Parents.
PUB DATE- 96
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Ability; Academically Gifted; *Competition; Elementary Secondary Education; Evaluation Criteria; *Gifted; Student Development; *Talent; *Talent Development
IDENTIFIERS- *Academic Competitions

This book provides information on 80 international, national, and regional academic competitions available to gifted students. An overview of characteristics of good competitions and ways to evaluate them is given. Competition and its impact on gifted and talented students are evaluated, and criteria are given for selecting and implementing competitions in light of students' strengths and weaknesses. Ways to anticipate and strategies to address potential problems are discussed. Descriptions of the individual competitions include information on how to contact the organizers, how to participate, costs, categories/content areas, ages/grade levels, status, team commitment, resources needed, and awards/benefits. Information is also included on how to find local and state programs not included in the book. Indexes of competitions by title and by subject area and level are provided. (CR)

ED 398 668 EC 304 960

Schroeder, Brenda
Deaf Children: Three Ideas for Adapting Current Trends in Mathematics Education.
PUB DATE- Apr 96
NOTE- 6p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; *Deafness; Graphs; *Hearing Impairments; Heterogeneous Grouping; Inclusive Schools; Intermediate Grades; Junior High Schools; *Learning Activities;

appropriate level for providing screening and intervention

nutrition programs; obtaining services of a qualified nutritionist and effective integration into the early intervention care process; and how nutritionists function to meet the nutrition-related needs of early intervention clients. The workbook contains a pre-assessment and post-assessment checklist, video trigger questions and answers, issues for discussion, information on the background of the problem (including federal regulations and status of nutrition services in early intervention programs), sample screening forms, and a list of 11 resources. (CR)

ED 398 686 EC 304 978

Thomson, Charlotte; And Others
Individualised Educational Planning: A Guide for Meeting Learners' Needs.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 91
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Communication Skills; Compliance (Legal); *Disabilities; Educational Cooperation; Educational Policy; Elementary Secondary Education; Foreign Countries; *Individualized Education Programs; Learning Modules; Problem Solving; Program Development; Program Evaluation; Program Implementation; Records (Forms); Special Needs Students; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *New Zealand

This guide to Individualized Educational Plans (IEPs) for students with special needs in New Zealand begins with an overview section which discusses what an IEP is, policy and administrative requirements, and steps in the IEP process. Module 1 presents basic information about the IEP. Module 2 describes school organization to facilitate IEPs and recommends ways for schools to establish a special education committee. Module 3 examines the importance of assessment in the IEP process and gives a framework for action. Module 4 describes the framework and stages of the IEP meeting and makes organizational recommendations. Module 5 provides guidelines on establishing goals and objectives for the student. Module 6 explains the details and administrative requirements of the IEP and provides sample forms. Module 7 recommends ways in which adaptations can be made to meet the needs of individual students. Module 8 focuses on the art of negotiation and outlines a collaborative problem-solving model. Module 9 provides information on communication skills that facilitate communication with other IEP team members, including parents. A parents' guide on the IEP process is included. Appendices provide news releases, a task force report, and a Ministry of Education statement. (Contains 32 references.) (CR)

ED 398 687 EC 304 979

Garwick, Ann E.; Millar, H. E. C.
Promoting Resilience in Youth with Chronic Conditions & Their Families.

Development

This guide presents a curriculum comprising 36 lesson plans designed to develop a more inclusive school community at the middle school level. The manual was designed by a task force that involved special and general educators representing students of all ages and types of abilities. The goals of the curriculum are, first, to develop positive relationships between students with disabilities, their peers, and school staff, and second, to foster a sense of community during the daily 15-minute Advisory Period. There is one activity per week for the 36 weeks of the school year, with each activity intended to be completed during the 15-minute Advisory Period. Provided for each activity is the following information: objectives, a list of needed materials, procedures, and adaptations for special needs. Activities address such issues as self-esteem, friendship, community, effective communication, conflict resolution, cooperation, and problem solving. Sample activities include: "Advisory Autographs" (students seek the autographs of other students), "People Recipes" (students make a recipe card for themselves), and "Non-elimination Musical Chairs" (the object is to keep everyone in the game). Week 36 contains a student and staff assessment of the activities. The manual also contains a list of 11 resources. (CR)

ED 398 703   EC 304 995

Thompson, James R.; And Others
Minnesota Post-school Follow-up Study, 1994. Everything You Ever Wanted To Know... After High School - What's Happening to Young Adults with Disabilities?
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Special Education Section.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 94
NOTE- 79p.; For a related document, see EC 304 996.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); *Agency Cooperation; Citizen Participation; *Disabilities; Educational Experience; Education Work Relationship; Employment; Graduate Surveys; Life Satisfaction; *Outcomes of Treatment; Place of Residence; Postsecondary Education; Program Effectiveness; Recreation; Secondary Education; Social Networks; Student Experience; *Transitional Programs
IDENTIFIERS- *Minnesota

This report explores the status and experiences of 388 students with disabilities who have benefited from transition improvement efforts in Minnesota over the last decade. Improvements in transition services have included establishment of a state transition interagency committee and an interagency office on transition services, development of an interagency cooperative planning agreement, receipt of federal systems change grants to fund training and model demonstration projects, and establishment of community transition interagency committees. The findings of the report are categorized into 10 areas: employment, postsecondary education and training, living arrangements, social networks, recreation and leisure, community participation, government and special services, personal satisfaction, former students who did not graduate, and high school experiences. Among findings were the following : 80 percent of the surveyed students were employed (50 percent in competitive jobs, 16 percent in sheltered employment, and 13

This manual of recommended policies and procedures was developed to assist Ohio school districts in meeting the spirit and intent of the Individuals with Disabilities Education Act and related federal and state regulations. Section 1 presents information on requirements concerning provision of a free appropriate public education for children with disabilities. The continuum of program placements and support services is addressed. Section 2 focuses on child identification. In-school and out-of-school identification, transition from early intervention programs, and the child count are discussed. Section 3 reviews student confidentiality policies including access rights, safeguards, destruction of information, and children's rights. Section 4 describes procedural safeguards, with information on parental notifications and independent educational evaluations. Section 5 provides material on student assessment and multifactored evaluation, including information on the multidisciplinary team and its responsibilities, reevaluation, and eligibility criteria for all areas. Section 6 discusses the individualized education program and the requirement for children to be placed in the least restrictive environment. Section 7 reviews due process procedures. Each section includes copies of relevant forms. Among 10 appendices are sample forms, planning charts, sample policy statements, and definitions. Several appendices are attached. (CR)

ED 398 721 EC 305 014

Brame, Kim
Strategies for Recruiting Family Members from Diverse Backgrounds for Roles in Policy and Program Development.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Cultural Differences; *Disabilities; *Family Involvement; Leadership Training; *Minority Groups; Organizational Climate; Parent Empowerment; *Policy Formation; Program Development; *Recruitment; Young Children

Strategies are presented for recruiting family members from minority groups to be involved in the formation of policies and development of programs that affect their lives and those of their young children with disabilities. Organizational strategies, strategies to empower family members, logistical strategies, and process strategies are presented. Recommended organizational strategies include: fostering an organizational culture that understands the richness of diversity and what it offers to organizations; recognizing family members as assets, not as tokens; and recognizing barriers that inhibit diverse family participation. Suggested strategies to empower family members include: identifying individuals from local communities and supporting their growth as contributors and advocates; providing leadership training for family members; and training providers to work with family members. Among logistical strategies discussed are: holding meetings at community centers; developing innovative strategies to help families overcome transportation barriers; and evaluating child care and self vs. group/familial self and positive vs. negative face in

different domains and cultures; and reduce emphasis on native-like performance. In conclusion, the implications of such research for the teaching of English as an international language are discussed. Contains over 60 references. (MSE)

ED 398 740 FL 024 042

Rose, Kenneth R.
Pragmatic Consciousness-Raising in an EFL Context.
PUB DATE- 94
NOTE- 13p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p52-63, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Change Strategies; Class Activities; Classroom Techniques; *Consciousness Raising; *English (Second Language); Foreign Countries; Language Research; Linguistic Theory; *Pragmatics; Second Language Instruction; *Second Languages
IDENTIFIERS- *Nonnative Speakers

Research has underscored the need to develop pragmatic competence in learners of English as a Second Language (ESL). Learners have a target community (native speakers) to both model themselves after and practice with. However, in English-as-a-Foreign-Language (EFL) settings, this is not the case. Most learners will not use pragmatic competence at all, and those who do will use it primarily with other non-native speakers (NNSs), so it is not clear just whose pragmatic system is to serve as a model. Most EFL teachers are NNSs and so do not have the native-speaker (NS) intuitions needed to use the approaches and materials common to ESL settings. It seems most feasible to adopt a pragmatic consciousness-raising approach, which has as its aims the sensitizing of learners to context-based variation in language use and the role of variables that help determine that variation. Such an approach can be adopted by both NS and NNS teachers and has the advantage of providing learners with a foundation in some of the central aspects of pragmatics, which they can then apply in whatever setting they may encounter as their English proficiency develops. Contains 36 references. (MSE)

ED 398 741 FL 024 043

Tochon, Francois V.; Dionne, Jean-Paul
Discourse Analysis and Instructional Flexibility: A Pragmatic Grammar.
PUB DATE- 94
NOTE- 25p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p65-87, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; Classroom Techniques; *Discourse Analysis; Educational Strategies; Foreign Countries; Junior High Schools; Language Research; *Language Teachers; Linguistic Theory; *Pragmatics; Secondary Education; Second Language Instruction; *Second Languages
IDENTIFIERS- *Teacher Talk

A case study investigated the pragmatics of language classroom

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Alaska Natives; Contrastive Linguistics; Descriptive Linguistics; Eskimo Aleut Languages; Geographic Distribution; *Inupiaq; *Language Patterns; Language Research; Linguistic Theory; Maps; Phonology; *Regional Dialects; Structural Analysis (Linguistics); *Suprasegmentals; Uncommonly Taught Languages; *Yupik
IDENTIFIERS- *Alutiiq

Nine papers on Yupik Eskimo prosody systems are presented. An introductory section gives background information on the Yupik language and dialects, defines prosody, and provides notes on orthography. The papers include: "A History of the Study of Yupik Prosody" (Michael Krauss); "Siberian Yupik and Central Yupik Prosody" (Steven A. Jacobson); "Supplementary Notes on Central Siberian Yupik Prosody" (Krauss); "Accentuation in Central Alaskan Yupik" (Osahito Miyaoka); "Prosody in Alutiiq" (Jeff Leer); "Evolution of Prosody in the Yupik Languages" (Leer); "Toward a Metrical Interpretation of Yupik Prosody" (Leer); "Sirenikski and Naukanski" (Krauss); and "Seward Peninsula Inupiaq Consonant Gradation and Its Relationship to Prosody" (Lawrence D. Kaplan). Two maps indicating regional language distribution are provided. Contains 135 references. (MSE)

ED 398 762 FL 024 072

Graham, Carolyn
Singing, Chanting, Telling Tales: Arts in the Language Classroom.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Assignments; Class Activities; *English (Second Language); *Jazz; *Poetry; *Pronunciation Instruction; Second Language Instruction; *Singing; Songs; Story Telling; Teacher Developed Materials; *Vocabulary Development

Ideas and step-by-step instructions for creating and using chants, poetry, and songs in the English-as-a-Second-Language (ESL) classroom are presented. The technique is offered as an alternative to conventional pattern practice, emphasizing rhythms of the spoken language and reinforcing structures, sounds, and functions of American English. Ideas are presented in three sections. The first, on jazz chants, explains the close relationship between rhythm and language, the use of jazz rhythm to help students make the connection, classroom use of chants, and techniques for creating different types of chants to teach functions, practice special sounds, and develop vocabulary. The second section, on poetry, presents examples of several poem types: memory poems; formula poems; list poems; telling tales; and tales about places. A birthday party poem is also included. The third unit focuses on songs, and outlines techniques for writing ESL lyrics to familiar melodies, creating lyrics step by step, and writing instant lyrics, and lists easy melodies and older popular songs. This section also contains a variety of sample song lyrics and children's songs. Assignments are suggested after each section. (MSE)

ED 398 763 FL 024 073

PUB TYPE- Information Analyses/State of the Art Materials
(070),Reference Materials - Bibliographies (131)

DESCRIPTORS- *Academic Achievement; Access to Education; Annotated Bibliographies; Change Strategies; *College Outcomes Assessment; College Students; Cultural Pluralism; Curriculum Design; *Diversity (Institutional); Educational Change; Educational Environment; Educational Trends; *Equal Education; Higher Education; Minority Groups; Political Attitudes; Resource Allocation; Social Networks; Student Development; Trend Analysis
IDENTIFIERS- *Diversity (Student)

This preliminary review of the research literature addresses the impact of various diversity initiatives on student learning and experiences in college. These initiatives focus on practices and programs that address access, retention, and academic success of historically underrepresented students and also on more comprehensive efforts to alter the ethos of institutions to better educate a diverse cohort of students for a complex global society. The introduction focuses on court challenges to segregation in colleges and discusses the effects of the university culture on the success of diversity programs. Other topics reviewed include: using university resources and frameworks for the study of diversity; the significance of social and academic involvement for minority group students; research on institutions experiencing success in educating nontraditional students; and the impact of diversity initiatives on majority and minority students with particular reference to multi- and cross-institutional studies, single campus institutional evaluations, improving access for underrepresented students, improving academic success and retention among underrepresented students, and curricular and co-curricular programs. The review concludes that, in the context of the changing political climate for diversity at American postsecondary institutions, continuing evaluation of institutional diversity initiatives is necessary. (Contains an annotated bibliography of approximately 135 references.) (CK)

ED 398 781 HE 029 378

Minnich, Elizabeth K.
The Drama of Diversity and Democracy. Higher Education and American Commitments.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 68p.; For related documents, see HE 029 377-382; for other American Commitments Policy Reports and Recommendations, see HE 029 379-380.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Change Strategies; *College Role; Cultural Pluralism; Culture Conflict; *Democratic Values; Educational Philosophy; Equal Education; Futures (of Society); Higher Education; Individual Differences; *Leadership Responsibility; *Racial Bias; Role of Education; School Community Relationship; School Responsibility; Seminars; *Social Attitudes; *Social Integration
IDENTIFIERS- *Diversity (Student); Diversity Concept

This report discusses the obligation of colleges and universities to assume societal leadership embracing the challenges confronting American pluralism in order to deepen public awareness of America's history of diversity. An introductory

This guide is designed as an in-house tool for postsecondary educational institutions to evaluate the efficiency and effectiveness of their administration of financial aid programs in compliance with federal laws and regulations. References to current regulations or, where final regulations have not yet been issued, to statute, are included for each program. An effort has been made to include all questions that would normally be relevant in an official program review at any type of postsecondary institution, along with recommended good administrative practices. The guide is in a question-and-answer and checklist format, and the information is applicable to award years 1995-96 and 1996-97. An introductory section outlines the purposes, design, and use of the guide. The first part addresses institutional responsibilities, including policies and procedures (institutional and program eligibility, administrative requirements, financial responsibility, information sharing), personnel and inter-office communication, and student consumer information. The second part begins with general provisions for administration of federal Title IV programs, then contains specific questions pertaining to each federal program. The third part concerns fiscal office responsibilities for general fiscal administration, drawing down funds, and cash management. The fourth part consists of lists of document control resources, Title IV legislation, health professions legislation, nurse training legislation, and frequently used abbreviations. (MSE)

ED 398 799 HE 029 396

College and University Employee Retirement and Insurance Benefits Cost Survey.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Costs; Expenditures; *Fringe Benefits; Health Insurance; Higher Education; Institutional Characteristics; *Insurance; National Surveys; Questionnaires; *Retirement Benefits; *School Personnel; School Size; *Teacher Retirement

Results of the ninth biennial survey of 585 colleges and universities concerning expenditures for employee retirement and insurance benefits for 1993 are reported. Data are presented primarily in tabular form, with some narrative. A summary of survey highlights is included. Sample findings included: weighted average employer expenditure for benefit plans were 21.4 percent of payroll, the same as the previous year, and with a range of 10 percent to 32 percent; public institutions consistently reported higher percentages of payroll for benefit expenditures than did private institutions; the institutions in the Mid-Atlantic region reported the highest average benefit expenditures; and 580 institutions reported expenditures for pension plans; 92.8 percent of institutions reported expenditures for life insurance plans; and 99.7 percent reported expenditures for health insurance. Data reported in detail addresses: distribution of employer retirement and insurance expenditures by public and private institutions, types of benefit plan expenditures, employer benefit expenditures (by institutional type and control, region, and institutional size), employer expenditures for pension plans, health insurance, and group life insurance

DESCRIPTORS- *Cultural Awareness; *Cultural Pluralism; Employer Employee Relationship; Employment Practices; Ethnicity; Ethnocentrism; Group Dynamics; Human Resources; *Labor Force Development; *Multicultural Education; *Performance Factors; *Personnel Management; Program Development; Racial Differences

These four papers are from a symposium that was facilitated by Laura Bierema at the 1995 conference of the Academy of Human Resource Development (HRD). "The Status of Valuing and Managing Diversity in Fortune 500 Manufacturing and Fortune 500 Service Organizations: Perceptions of Top Human Resource Professionals" (Sandra J. Johnson) reports a study that established a broad definition of diversity and a rationale for going beyond discriminatory, reactive, legalistic, or nonsystemic approaches to dealing with work force diversity; determined a list of common HRD components; and examined business factors related to diversity development efforts. "A Theory of Diversity" (Christopher Washington) presents a theory that provides a psychological rationale for why diversity is related to performance in groups. "Work Force Diversity in Fortune 500 Corporations Headquartered in Minnesota: Concepts and Practices" (Karin Tomervik) reports a study that provides a conceptual framework for designing, implementing, and evaluating a work force diversity plan. "Race and Ethnicity-Related Cultural Diversity Training Programs: A Typology" (Larry G. Martin) presents a typology that identifies five types of programs: assimilation-acculturation, cultural awareness, multicultural, ethnocentrist, and antiracist. (YLB)

ED 398 365   CE 070 969

HRD and Business Outcomes.
PUB DATE- Mar 95
NOTE- 48p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Evaluation; Human Resources; *Improvement Programs; *Labor Force Development; Models; *On the Job Training; *Organizational Development; Performance Factors; Performance Technology; *Policy Formation; Productivit

These five papers are from a symposium that was facilitated by Elwood F. Holton, III at the 1995 conference of the Academy of Human Resource Development (HRD). "HRD Alignment: A Systemic Assessment of HRD in Organizations" (Richard J. Torraco) describes the HRD alignment model as a model for evaluation that offers a systemwide perspective on HRD in organizations. "HRD Policy Making in Companies: An Interpretation of the Differences" (Ida Wognum) reports results of an explorative survey that found specific strategic choices are made as a result of the HRD policymaking process. "The Impact Map: A Versatile Tool to Link HRD with Business" (Sharon J. Korth) discusses the use of the impact map in the needs assessment, design, implementation, and evaluation stages of an HRD intervention. "Strategic Quality Training: The Transformation of the Connecticut State Department of Labor" (Sandra L. Hastings, Anne B. Nichols) describes a comprehensive training plan that integrates training and on-the-job performance to promote the agency's strategic mission. "Managing Organizational Learning To Improve Performance" (K. Peter Kuchinke) synthesizes findings of academic research and practitioner-oriented publications and describes the

(Smith; Norlen); and "Educating Union Canada" (Spencer). (MN)

ED 398 382 CE 072 088

California's Workforce Preparation System. Statement of Principles and Issues Paper.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employment Programs; Federal Programs; *Job Training; Policy Formation; Postsecondary Education; *Program Design; Program Development; Program Implementation; Public Policy; *State Programs; *Statewide Planning
IDENTIFIERS- *California; *Western Job Training Partnership Association

The Western Job Training Partnership Association (WJTPA) supports the periodic evaluation of the scope and effectiveness of national, state, and local work force preparation and work force education programs. The WJTPA believes that future programs must correct the problems inherited from earlier work force preparation programs, such as the following: insufficient funding, political oversell, continued use of previous structures without considering relevance, continued use of previous programs without clear goals, duplication and competition among programs, no clear role for elected officials, funding of institutions first and services second, no incentives for cooperative linkages, and uneven use of performance measures for all aspects of work force and education systems. The WJTPA identifies the following issues as critical in the future design of a California Workforce Preparation system: establish workforce preparation as a fundamental stand-alone system, and establish connection with other initiatives; set priorities first and policies second; engage local officials and business leaders; rationalize the geography of local service; eliminate unfunded mandates for service; honor collaborative relationships that currently exist; combine authority and liability; take advantage of what has proven successful; give electronic access and personal contact equal weight; and increase funding by combining state and local efforts. (KC)

ED 398 383 CE 072 125

The New Industrial Electrics/Electronics Occupations.
PUB DATE- 96
NOTE- 89p.; For a related document, see CE 072 126.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Descriptions; *Electrical Occupations; *Electronics; Electronic Technicians; Foreign Countries; *Industry; *Occupational Information; Postsecondary Education; *Technology; Vocational Education
IDENTIFIERS- *Germany

This publication provides information on occupations in industrial electrics/electronics in the Federal Republic of Germany. Section I contains the German vocational training regulations for these occupations, including an overview of superintendents). Findings indicated that, although 83 percent of administrators had heard something about STW, more than half of the teachers and 7 of 10 parents and businesses had heard nothing. The vast majority of parents, businesses, and teachers were not aware that they were included in a local partnership; over one-third of administrators were similarly unaware. Ratings indicated that more than half of all educators felt that public education was either good or excellent, whereas fewer than half of parents and businesses rated education as good or better. Most respondents indicated a need for school to change and clearly preferred a more comprehensive approach to education. All constituent groups were uniformly high in terms of their support for all five proposed changes that could result from STW. With regard to specific attitudes toward STW, most respondents agreed with positively phrased statements and disagreed with negatively phrased statements. Nearly 80 percent of each group supported or strongly supported the initiative, whereas about 1 of 10 were either opposed to it or undecided. (YLB)

ED 398 401   CE 072 250

Kemple, James J.; Rock, JoAnn Leah
Career Academies. Early Implementation Lessons from a 10-Site Evaluation.
PUB DATE- Jul 96
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; *Career Academies; Career Education; *Educational Change; *Education Work Relationship; Family Characteristics; High Schools; Program Effectiveness; Program Evaluation; Program Implementation; Student Characteristics; Student Recruitment; Vocational Education

This first report from a national evaluation of Career Academies describes the program's scale (1,953 students and their teachers, at 10 sites), scope (educational, developmental, and employment-related results), and random assignment design. Chapter 1 describes the Career Academy approach, explores why it has attracted the attention of education reformers and proponents of the school-to-work movement, and presents an overview of the research design. Chapter 2 describes the process by which the high schools and their Career Academies participating in the Career Academies Evaluation were identified and selected and presents the demographic characteristics of the school districts in which they are located. Chapter 3 describes the key features of the Career Academies and highlights some similarities and differences. Chapter 4 describes the student recruitment, application, and selection processes used by the Career Academies and discusses how the random assignment procedures were incorporated into existing procedures. Chapter 5 describes the background characteristics of the students and their families and discusses the extent to which these characteristics indicate that students may be at risk of dropping out of high school. Chapter 6 offers some preliminary findings on students' patterns of participation in the programs. Chapter 7 describes the teachers in the Career Academies and compares their perspectives on teaching and their work environment with those of their colleagues in the regular high school programs. Contains 52 references, 23 tables, and 5 figures. Items from the teacher questionnaire used to create indicators of teachers' perceptions of their work are appended. (YLB)

Carolina, August 1996).
PUB DATE- Aug 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Agricultural Education; Career Choice; Cultural Awareness; Cultural Differences; *Educational Needs; Postsecondary Education; Research Methodology; Research Needs; Secondary Education; *Teacher Education; Teacher Educators; *Teaching (Occupation); *Tech Prep; *Vocational Education; Vocational Followup
IDENTIFIERS- *North Carolina

This proceedings contains six papers selected by a review committee composed of teacher educators from North Carolina. The following papers are included: "Status of Ethics Instruction in Business Classrooms in North Carolina" (Vivian Arnold); "Middle School Students' Perceptions of Family and Consumer Sciences Teaching as a Career" (Cheryl L. Lee); "Tech Prep Personnel Training Needs in North Carolina" (Robert L. Wrisley, John A. Swope); "Preparing Students for Cultural and Ethnic Diversity in the Workplace" (Thelma C. King); "Perceptions of School Principals in North Carolina Concerning Agricultural Education Programs" (Larry R. Jewell); and "Perceptions of the North Carolina Vocational Competency Achievement Tracking System (VoCATS)" (Carolyn S. Jewell, Larry R. Jewell). (KC)

ED 398 419 CE 072 284

Weibel, Marguerite Crowley
Choosing and Using Books with Adult New Readers.
PUB DATE- 96
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Citations (References); *High Interest Low Vocabulary Books; *Literacy Education; *Reading Instruction; *Reading Material Selection; Recreational Reading

Written for teachers of adult literacy students and administrators of literacy programs, this book discusses a multitude of ways to use books appropriate for adult new readers. The book's first six chapters provide annotated lists of 639 books suitable for new readers, including titles, authors, dates, publishers, and suggested reading levels. These chapters provide information of the following types of written materials: (1) art and photography books; (2) poetry; (3) works of literature; (4) nonfiction books; (5) information-seeking skills and reference materials; and (6) picture books for all ages. The last chapter provides information about how the books included in the bibliography were selected. The book is indexed by title, author, and subject. (KC)

ED 398 420 CE 072 285

Markus, Nancy L.
Adult Numeracy Themes. Ohio Mathematical Planning Committee.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- Aug 96
NOTE- 218p.

decline. Two companies were involved in the case studies: Brasserie Nationale and Centralfood S.A.R.L. Case studies described the company, its structure, marketing, labor market, and training practices. The structural differences within the sector meant that the organizational aspects of continuing vocational training have been fragmented. Since continuing training in the specific area of food technology and manufacture did not exist in the national context, companies sought training courses in other countries. (Appendixes include a 21-item bibliography, statistical data, and collective bargaining agreements.) (YLB)

ED 398 437 CE 072 315

Papaionnou, Skevos; Patsatzis, N.
Training in the Motor Vehicle Repair and Sales Sector in Greece. Report for the FORCE Programme.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auto Mechanics; Case Studies; *Continuing Education; Educational Needs; Foreign Countries; Job Skills; *Job Training; Labor Needs; *Motor Vehicles; Postsecondary Education; Program Effectiveness; Program Evaluation; *Sales Occupations; Secondary Education; Vocational Education
IDENTIFIERS- *Greece

A study listed and analyzed the vocational training and continuing training systems for staff in the motor vehicle repair and sales sector in Greece. Heavy taxation on motor vehicles led to difficulty in replacing vehicles that resulted in a very high demand for vehicle repairs, which, in conjunction with the ambiguous legislation governing the operation of the repair shops, led to the establishment of a huge number of small vehicle repair shops that operated in a traditional way, and in many cases, without operating licenses. After May 1993, legislation made it difficult for most vehicle repair shops to survive since they would not have the appropriate license. Legislation laid down the requirements for practicing the occupation of motor mechanic. About 72,110 staff were employed in the sector: 60,370 in motor vehicle repair and maintenance repair shops, and the remaining 11,800 in motor vehicle retail companies. The demand for continuing training due to the impact of rapid technological developments resulted in underemployment, unemployment, or departure from the field of older traditional technicians. Initial study was offered by private and state schools. Four firms were involved in the case studies: VIAMAX A.V.E.E. (Rover); D. Nafpliotis E.P.E. (Peugeot); M. Triantafyllou E.E. (Opel); and Sinopoulos Service E.P.E. Case studies described the company, continuing training policy, and evaluation/applicability to other companies. The survey confirmed the urgent need for radical reform of the education system. (Contains 21 references.) (YLB)

ED 398 438 CE 072 316

Tuite, Dominick
Training in the Motor Vehicle Repair and Sales Sector in Ireland. Report for the FORCE Programme.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

disabled. Contains a glossary. (YLB)

ED 398 455 CE 072 397

Kenneke, Larry
A Guide for Evaluation of Technical and Vocational Education Curricula. Studies on Technical and Vocational Education 3.
PUB DATE- 95
NOTE- 152p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other documents in this series, see ED 391 949 and CE 072 395-400.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Curriculum Evaluation; *Data Collection; *Evaluation Methods; Foreign Countries; Guides; *Planning; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education

This book is the third in a series aiming to promote international exchange of ideas, experiences, and studies relating to technical and vocational education. Intended to assist educators in the evaluation of vocational education curricula, the guide is designed for both experienced evaluators and novices. Section I describes the purpose, objectives, organization, and concepts upon which the guide is based. Section II presents procedures for developing an evaluation plan, including planning process, example plan, evaluation scope, program description, measures and designs, data concerns, and budget. Section III explains information requirements for different kinds of evaluations. A series of data collection worksheets are included. Each is designed to collect information about a specific curriculum component--students, teachers, instructional processes, and facilities. Section IV describes how to go about administering and supervising an evaluation. The five major functions--planning, organizing, staffing, activating, and controlling--are described. Section V contains four case studies illustrating evaluation of technical and vocational education. Each study addresses a major curriculum concern--planning, materials, and program effects on in-school and former students. Five worksheets are provided so that the reader can prepare an evaluation plan for a case study. Section VI contains 26 references, a glossary, and example evaluation report. (YLB)

ED 398 456 CE 072 398

McDonald, Rod; And Others
New Perspectives on Assessment. Studies on Technical and Vocational Education 4.
PUB DATE- 95
NOTE- 48p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other documents in this series, see ED 391 949 and CE 072 395-400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Competency Based Education; Credits; *Evaluation Methods; Foreign Countries; Models; National Programs; *Prior Learning; Program Development; Program Evaluation; Program Implementation; Secondary Education; *Standards; *Student Evaluation; Technical Education; *Vocational Education

predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 474   CG 027 181

McGhee, Marcheta; Satcher, Jamie
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Connecticut.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Connecticut; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in the United States are the focus of this study. Participants were 44 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 75 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. From the national sample, work behaviors appear to be important predictors of overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Connecticut's rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in the larger national sample. Connecticut's public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 475   CG 027 182

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Florida.
PUB DATE- Mar 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job

whose agencies agreed to take part in the study. A total of 12 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. South Carolina's rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in the larger national sample. South Carolina's public rehabilitation agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 493   CG 027 200

McGhee, Marcheta; Satcher, Jamie
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: South Dakota.
PUB DATE- Mar 95
NOTE- 13p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *South Dakota

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in South Dakota are the focus of this study. Participants were 19 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 34 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to conduct extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Affective commitment has been linked to superior performance as has normative commitment. Continuance commitment has been linked to less than ideal performance. Results showed that, as a group, South Dakota's rehabilitation counselors operate rather equally from all components of commitment. If South Dakota's administration wishes to focus on reducing continuance commitment, they are referred to the results from the national sample which identifies behaviors predictive of affective and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

Sources; *Instructional Materials
IDENTIFIERS- Testimony; *Witnesses

Being a witness in a court of law is not a common experience for most adults, let alone for children. And though both adults and children are likely to become nervous in a courtroom, their concerns can be vastly different. An adult may worry whether or not the child can describe things clearly, while the child may wonder whether or not he or she will have to go to the bathroom while testifying. This activity and coloring book for children describes what happens in a courtroom by using simple pictures and easy to understand descriptions. The book pictures what the courtroom may look like, offers descriptions of some of the people the child is likely to encounter in court, and gives some brief explanations of the different roles people have in the courtroom. Six rules for witnesses are provided, along with ways that adults can help the child through this experience. Also included are several activities for the child, such as a crossword puzzle, a word search, connect the dots, and a match game. (RJM)

ED 398 513 CG 027 305

Gerber, Sterling K.
Responsive Therapy: An Integrational Approach.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counseling; Counseling Effectiveness; Counseling Psychology; *Counseling Techniques; Counseling Theories; Helping Relationship; *Intervention; Psychotherapy; *Theory Practice Relationship; Therapeutic Environment; Therapy
IDENTIFIERS- *Responsive Therapy

Responsive therapy is an integrative model that uses a variety of intervention models, each in its own theory-pure context. This article addresses some major misdirections in the counseling profession and discusses ways that responsive therapy can help correct these misdirections. For at least two generations, counseling has professed that the client is important, knowledgeable, and capable of change. But due to a professional shift, these assumptions are no longer apparent in training or practice. Emphasis on a fulfillment bias has switched back to a medical model, seemingly dictated by the Diagnostic and Statistical Manual of Mental Disorders and third-party payment restrictions, which has been accompanied by a certain rigidity in counseling practices. Responsive therapy permits intentional responsiveness to unique client circumstances and styles while delivering service in a theory-pure, maximally effective manner. This integrational approach answers both the criticism of inflexibility of unidirectional discipleship approaches and the lack of consistency in theory-poor eclecticism. Similarly, this approach removes diagnosis from therapy, allowing for its importance in accounting, research, and in staffing cases, while avoiding the ills of pejorative labeling and categorical treatments. (RJM)

ED 398 514 CG 027 306

Gerber, Sterling K.; And Others
Affective Deficit in Clients: The Role of the Therapist.
PUB DATE- 9 Aug 96
NOTE- 21p.
LANGUAGE- English

solving behaviors, collaboration, and the basic skills applied in solving the Chelsea Bank problems; while solving realistic problems, students practiced basic skills; students using the program were able to work together; and the focus of the program was different for different teachers and students. (Contains 25 references, and 17 tables and 13 figures of data.) (RS)

ED 398 532 CS 012 547

Duffy, Thomas; And Others
Cognitive, Social, and Literacy Competencies: The Chelsea Bank Simulation Project. Year One: Final Report. Volume 2 : Appendices.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.
PUB DATE- Aug 96
NOTE- 134p.; For volume 1, see CS 012 546.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Classroom Research; Computer Assisted Instruction; *Computer Simulation; Problem Solving; Program Effectiveness; Secondary Education
IDENTIFIERS- *Chelsea Bank Simulation Project

This supplementary volume presents appendixes A-E associated with a 1-year study which determined what secondary school students were doing as they engaged in the Chelsea Bank computer software simulation activities. Appendixes present the SCANS Analysis Coding Sheet; coding problem analysis of 50 video segments; student and teacher interview forms; student interviews; and teacher interviews. (RS)

ED 398 533 CS 012 548

Shepley, Thomas Victor
Research on the Effectiveness of Reading-for-Comprehension Strategies at the Primary and Intermediate Levels: A Review of the Literature.
PUB DATE- 1 Aug 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Group Dynamics; *Instructional Effectiveness; Literature Reviews; Metacognition; Reading Instruction; Reading Processes; *Reading Research; *Reading Strategies; Research Needs; *Whole Language Approach
IDENTIFIERS- *Direct Instruction

This paper reviews literature on the effectiveness of reading-for-comprehension strategies at the primary (kindergarten through second grade) and intermediate (third through fifth grade) levels. The first section of the paper examines studies that seek to examine the distinctiveness hypothesis; the effectiveness of whole language instruction versus the direct instruction of reading skills (both phonemic awareness and comprehension); and hybrid approaches that combine elements of both. The second section of the paper focuses on the effectiveness of limiting the number of children in reading groups and the types of interaction among students in groups. The third section contains reviews of studies on metacognitive strategies. The fourth section reviews reading process strategies, including an examination of prereading, during

Miller, Harry, Comp.; And Others
Accentuating Literacy Today: A Reading Consultant's Handbook.
PUB DATE- 96
NOTE- 58p.; Exit Project, Reading 508, Curriculum and Supervision of Reading, Northeast Louisiana University. For the 1995 handbook, see ED 384 859.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Class Activities; Classroom Techniques; *Content Area Reading; Elementary Education; *Literacy; *Reading Readiness; Reading Teachers; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Historical Background

Prepared by teachers in a summer course, this handbook presents brief descriptions of various aspects of reading instruction and related lesson plans and class activities. Sections of the handbook discuss readiness, word recognition, word meaning/vocabulary, comprehension, and reading in the content areas. The handbook also offers brief biographies on Emmett Betts, Morton Botel, Jeanne Sternlicht Chall, William Edward Dolch, Roger Farr, Kenneth S. Goodman, William Scott Gray, Walter Harold MacGinitie, and Romalda Spalding. A list of Newbery medal books from 1922 to 1995, a form to evaluate a reading teacher, a list of reading tests, a graph for estimating readability, and a list of 20 books and 15 periodicals for reading professionals are attached. (RS)

ED 398 553 CS 012 571

Angeletti, Nancy; And Others
Improving Elementary Students' Attitudes toward Recreational Reading.
PUB DATE- May 96
NOTE- 70p.; M.A. Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Parent Attitudes; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Reading Improvement; Reading Motivation; Reading Research; *Recreational Reading; *Student Attitudes; Teacher Attitudes; Whole Language Approach
IDENTIFIERS- Illinois (Chicago Suburbs)

This paper describes a program intended to motivate elementary students to read for recreational purposes. The targeted population consists of first-, second-, and third-grade students in a growing middle class community located in the south suburban area of Chicago, Illinois. The problem of students' attitudes toward recreational reading was documented through student and parent surveys, and teacher anecdotal records and observations. Analysis of probable cause data indicated that overload in school curriculum, parental values of recreational reading, modern technology, and available resources correlated with the amount of time students spent reading for pleasure. A review of solution strategies in accordance with the problem setting results in the selection of four main interventions: daily read-alouds to students, a reading workshop, a classroom library corner, and literature-based activities. Student attitude toward recreational reading

*English Teachers; *Evaluation Criteria; Evaluation Methods; Higher Education; Language Arts; Performance Based Assessment; Professional Development; *Standards; *Teacher Effectiveness; *Teacher Evaluation

IDENTIFIERS- Cognitive Sciences; *Teacher Knowledge; Teaching Research

This report on professional development of English teachers discusses the Dimensions of Teaching as a basis for the judging of performance in the National Board for Professional Teaching Standards for Early Adolescence/English Language Arts (NBPTS EA/ELA) assessment. The report focuses on how the professional literature on Models of Teacher Knowledge was considered and studies of teacher growth and development were consulted, as well as cognitive science research on pedagogical reasoning and decisionmaking. It is pointed out that these bases led to the notion of dimensions, interdependent constructs that provide a framework for characterizing teachers' habits of mind and patterns of performance as they occur across a sample of key exercises and tasks in English Language Arts instruction--the 6 dimensions are presented in figure 1; the 14 EA/ELA Standards are presented in figure 2. The report offers findings from two studies which addressed the question of whether the various elements of knowledge, disposition, and performance identified in the separate EA/ELA standards related to the Assessment Development Laboratory (ADL) Dimensions. The report then focuses on a study framework representing ELA teacher action in the classroom domains and discusses in some detail the following categories: designing instruction; managing instruction; information dissemination; reinforcing prior learning; interactive and interpretive discussion; individual-focused instruction; experiential learning; and assessing classroom learning. Contains 14 references, 4 figures, and 3 tables of data. (NKA)

ED 398 573 CS 215 353

Magnotto, Joyce Neff

Grounded Theory: Research as Praxis.

PUB DATE- Mar 96

NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; Data Analysis; Higher Education; Qualitative Research; *Research Methodology; *Writing Instruction; Writing Laboratories; Writing Research

IDENTIFIERS- *Grounded Theory; Theoretical Orientation

In the mid-1960s, social scientists Barney Glaser and Anselm Strauss developed grounded theory as a systematic and rigorous method of qualitative data analysis leading to "the discovery of theory from data." In grounded theory, the researcher applies a set of coding procedures to the data until a provisional theory emerges inductively. During the analytic phase, researchers record their interpretations in integrative memos, visuals, and balancing matrices. Grounded theory was used in a year-long study of a cross-disciplinary writing center and is now being used to study student and faculty perceptions of televised writing instruction. The promise it holds for composition research is significant: (1) it is theory as process, not a perfected product; (2) it goes beyond

Saunders, Pearl I.
A Pilot Program: Portfolio-Based Instruction in Developmental or Pre-college Writing Courses.
PUB DATE- Aug 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Writing; Course Descriptions; *English Instruction; Instructional Effectiveness; Pilot Projects; *Portfolio Assessment; Portfolios (Background Materials); Research Needs; Two Year Colleges
IDENTIFIERS- *Basic Writers; Saint Louis Community College at Forest Park MO

This paper discuses a "basic" writing pilot program using portfolio-based instruction in two-year college English courses at the St. Louis Community College at Forest Park (Missouri). The first section of the paper offers a comprehensive overview of the benefits of portfolio-based instruction to students, teachers, and the "basic" writing courses. The second section of the paper presents a detailed description of the pilot program, and concludes that portfolio-centered instruction is a viable alternative to traditional instructional approaches in "basic" writing courses. The paper concludes with two recommendations: design a longitudinal study that keeps track of the students in the pilot program; and design a study that compares portfolio-based instruction to standard process instruction. Appendixes present course outlines, campus goals, portfolio contents, feedback forms, a 51-item bibliography, a glossary, and a course evaluation form. (RS)

ED 398 591 CS 215 442

Duross, Christine; And Others
The Effects of Stimulus Writing Modality To Produce Writing Fluency in the Primary Grades.
PUB DATE- Apr 96
NOTE- 54p.; M.A. Project, Southern California College. Figures cited in text are not included; accompanying photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Primary Education; Special Education; *Writing Assignments; *Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- Newport Mesa Unified School District CA; *Writing Prompts

An action research project set out to increase students' writing fluency and investigate whether writing fluency varies as a function of writing prompts and directions given to students. Subjects were 62 students in a first-grade class, a second-grade class, and a fifth/sixth-grade Special Day class (all in this class are learning disabled) in a school in Newport Beach, California. To motivate students, three types of writing prompts, iconic (pictures), enactive (video), and symbolic (book), were used to elicit increased writing fluency. Subjects were first asked to describe the prompts and then were asked to predict what would happen next. Writing samples were collected once a month for 5 months. Students' writing fluency was tabulated by counting the total number of words written after the presentation of each writing prompt. Results indicated that

Status Report on Speech Research, July 1994-December 1995.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 95
NOTE- 310p.; For the January-June 1994 Report, see ED 390 082.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Arabic; *Communication Skills; English; Hebrew; Language Processing; *Music; *Reading Difficulties; *Reading Processes; Reading Research; Spanish; *Speech Communication; Syntax; Word Recognition; Writing Research
IDENTIFIERS- Phonological Awareness; Speech Research

This publication (one of a series) contains 19 articles which report the status and progress of studies on the nature of speech, instruments for its investigation, and practical applications. Articles are: "Speech Perception Deficits in Poor Readers: Auditory Processing or Phonological Coding?" (Maria Mody and others); "Auditory Temporal Perception Deficits in the Reading-Impaired: A Critical Review of the Evidence" (Michael Studdert-Kennedy and Maria Mody); "Lengthened Formant Transitions Are Irrelevant to the Improvement of Speech and Language Impairments" (Michael Studdert-Kennedy and others); "Phonological Awareness in Illiterates: Observations from Serbo-Croatian" (Katerina Lukatela and others); "Attention Factors Mediating Syntactic Deficiency in Reading-Disabled Children" (Avital Deutsch and Shlomo Bentin); "Cognitive Profiles of Reading-Disabled Children: Comparison of Language Skills in Phonology, Morphology and Syntax" (D. Shankweiler and others); "Syntactic Processing in Agrammatic Aphasia by Speakers of a Slavic Language" (Katarina Lukatela and others); "Tasks and Timing in the Perception of Linguistic Anomaly" (Janet Dean Fodor and others); "Sidestepping Garden Paths: Assessing the Contributions of Syntax, Semantics and Plausibility in Resolving Ambiguities" (Weijia Ni and others); "Why Is Speech so Much Easier Than Reading and Writing?" (Alvin M. Liberman); "How Theories of Speech Affect Research in Reading and Writing" (Alvin M. Liberman); "New Evidence for Phonological Processing during Visual Word Recognition: The Case of Arabic" (Shlomo Bentin and Raphiq Ibrahim); "Lexical and Semantic Influences on Syntactic Processing" (Avital Deutsch and others); "Decomposing Words into Their Constituent Morphemes: Evidence from English and Hebrew" (Laurie Beth Feldman and others); "An Articulatory View of Historical S-aspiration in Spanish" (Joaquin Romero); "Manfred Clynes, Pianist" (Bruno H. Repp); "The Difficulty of Measuring Musical Quality (and Quantity). Commentary on R. W. Weisberg (1994). Genius and Madness? A Quasi-Experimental Test of the Hypothesis That Manic-Depression Increases Creativity" (Bruno H. Repp); "A Review of David Epstein's Shaping Time: Music, the Brain, and Performance" (Bruno H. Repp); and "The Dynamics of Expressive Piano Performance: Schumann's 'Traumerei' Revisited" (Bruno H. Repp). (RS)

ED 398 611 CS 509 305

Alonso, Laura
Improving Deficient Listening Skills in the Language Arts Program at the Middle Grades.
PUB DATE- 23 Apr 96
NOTE- 52p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)

PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Behavior; Administrator Characteristics; Cognitive Processes; Educational Change; Elementary Secondary Education; Grants; *Principals; *Resistance to Change; *School Restructuring; State Aid; Women Administrators
IDENTIFIERS- *Ohio

In Ohio, Venture Capital grants are available to schools to support their school-improvement efforts. This paper presents findings of a study that examined building principals' openness to change in the 307 Ohio schools with Venture Capital Grants. The 307 principals received by mail the Inventory of Change in Organizational Culture (Dunham and others 1989), which measured their affective, cognitive, and behavioral responses to a scenario of school-change proposals. The survey elicited a response rate of approximately 55 percent. The sample was characterized by a disproportionate number of female principals--82 males and 81 females. The principals did not show a high level of cognitive agreement with the proposed changes. Despite their negative feelings toward the proposed changes, they recognized the benefits of change to the school and were likely to take action to facilitate those changes. The women principals expressed a higher level of agreement with the changes than did the men, indicating that female principals tended to support and participate in school restructuring to a larger extent than did their male counterparts. Eight tables and a copy of the survey instrument are included. (Contains 19 references.) (LMI)

ED 398 630   EA 027 793

Job Shadow Guide for Staff and Job Shadow Guide for Students. Connections: Linking Work and Learning.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; *Career Education; *Cooperative Programs; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; Employment Potential; *School Business Relationship
IDENTIFIERS- *Job Shadowing

"Job shadows" offer young people a chance to investigate the world of work by spending time with adults in the community and experiencing the culture of the workplace. A job shadow gives a student a meaningful introduction to the world of work and provides a context for understanding the connection between school and careers. This guidebook was designed to help program coordinators and teachers design and implement job shadows for students. A job shadow is a worksite experience, typically 3 to

1,107 parents of private school students elicited 384 returns. Religious instruction (293 responses) and strict discipline policies (n=145) topped the list of things that parents said they were seeking in private schools. Parents reported that they sent their children to private schools in order to avoid the lack of strict discipline, lack of parent-approved values, sex education, and certain aspects of curriculum and instruction in the public schools. Some categories of responses were significantly different across groups defined by grade-level of instruction and by Catholic versus non-Catholic school of choice. Five tables are included. Appendices contain a copy of the survey instrument, coding categories, and a review of empirical research on private-school choice. (LMI)

ED 398 649 EA 027 824

Arizona Charter Schools: Charter Schools Handbook.
PUB DATE- Sep 95
NOTE- 378p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Charter Schools; Compliance (Legal); Contracts; Educational Policy; Elementary Secondary Education; Guidelines; *Nontraditional Education; School Organization; *State Legislation; *State Regulation; State School District Relationship; *State Standards
IDENTIFIERS- *Arizona

As sponsoring agents for Arizona charter schools, individual school boards in Arizona are committed to ensuring that all applicants have a fair and equal opportunity to submit a proper charter proposal. This handbook provides information and materials to help charter-school applicants in Arizona prepare a proposal for establishing a charter school. Following the introduction, section 1 provides answers to commonly asked questions about charter schools. The second section provides a matrix of Arizona's charter schools and a brief description of each. Application procedures and materials are described in the third section. Section 4 describes charter-school contracts. The next two sections explain Arizona charter-school legislation and supplemental legislation and regulation. Guidelines from the Arizona Department of Commerce for establishing a small business are offered in section 7. Sections 8 through 11 describe charter-school operations and administrative hearing procedures, list important contacts, and explain how to order and pay for resources from Arizona agencies. (LMI)

ED 398 650 EA 027 825

Koch, Janice
A Gender Study of Private School Students' Attitudes and Beliefs about School Life.
PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires,

Three lesson plans to adapt mathematics education for middle school students, including deaf students, are presented. The first lesson, "How Do I Identify Myself," teaches students to participate in a survey, conduct a survey, weigh results, convert results to ratios, convert ratios to percentages, construct a circle graph, and write a paragraph interpreting the graph. In the second lesson, "M & M Graphs," students learn: to predict which color of M & M occurs most frequently; to collect data from several samples; to record data on an organizer or on a computer spreadsheet; to use a calculator or computer to find the total and average for the data; to create several types of graphs to display results; to interpret the graphs; to write a business letter to confirm findings; and to state the effect of sample size on their findings. In the third lesson, "Keeping Track of Progress on Functional Skills," students learn how to: chart individual objectives met on functional mathematics tests and identify areas of need; create stem and leaf graphs for class results; create box and whisker plots for class results; plot scores on line graphs; and keep a journal of interpretations. Each lesson plan includes modifications for less able students. (CR)

ED 398 669   EC 304 961

Ford, Donna Y.
Reversing Underachievement among Gifted Black Students: Promising Practices and Programs. Education and Psychology of the Gifted Series.
PUB DATE- 96
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; Academic Ability; *Academic Achievement; Academically Gifted; *Black Students; Classroom Techniques; Court Litigation; Cultural Differences; Cultural Influences; Elementary Secondary Education; Family Role; Federal Programs; *Gifted; Intervention; Peer Influence; Psychological Needs; Self Concept; Social Influences; *Student Development; Talent; *Talent Development; Talent Identification; *Underachievement

This book focuses on the psychological, social, and cultural factors that influence the achievement of black youth who are gifted or potentially gifted, the prevention of underachievement, and appropriate interventions in cases of underachievement. The roles that families, educators, peers, and students themselves must play in promoting the academic, psychological, and socioemotional well-being of these students are emphasized. Chapters 1 and 2 discuss definitions of giftedness, considerations of cultural diversity in the manifestation of giftedness, contemporary theories of giftedness, and identification and assessment practices. A definition of giftedness which compares students to peers from similar backgrounds is proposed. Chapters 3 and 4 address issues such as underachievement, strategies for reversing underachievement, and social factors as correlates of underachievement. Chapters 5 and 6 assess cultural factors as correlates of underachievement, resistance to crossing cultural borders, psychological factors as correlates of underachievement, and barriers to meeting the psychological needs of gifted black students. Chapters 7 and 8 investigate gender issues in underachievement and educational attainment, school influences on underachievement, and multicultural

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Chronic Illness; Community Cooperation; *Cooperative Programs; Coping; Cultural Awareness; *Delivery Systems; *Disabilities; Evaluation Methods; Family Characteristics; Family Life; *Family Needs; Family Problems; *Family Programs; Guidelines; Health Needs; Health Programs; Integrated Services; Medical Services; Peer Influence; Program Implementation; Student Development
IDENTIFIERS- Resilience (Personality)

This monograph for health care professionals considers the impact that chronic illness and disability have on youth and their families and provides information on adapting principles of family-centered care to promote resilience in adolescents and their families. The monograph stresses the need for community systems of comprehensive services integrated with education, social services, mental health, and family support programs. The eight principles of family-centered care include: (1) recognizing that the family is the constant in an adolescent's life, while service systems and support personnel fluctuate; (2) facilitating adolescent, family, and professional collaboration at all levels of health care; (3) sharing unbiased and complete information among adolescents, families, and professionals in a supportive manner; (4) recognizing strengths and individuality while respecting different methods of coping and honoring cultural diversity; (5) implementing appropriate policies and programs that are comprehensive in therms of providing emotional and financial support to meet the needs of adolescents and their families; (6) understanding and incorporating the developmental needs of adolescents and their families into health care; (7) encouraging and facilitating peer and family-to-family support and networking; and (8) assuring that the design of health care delivery systems is responsive to adolescent and family needs. Family assessment is explained with a sample family genogram illustrated. Strategies that promote the healthy functioning of adolescents with chronic illness and disability and their families are addressed. Collaboration between adolescents, families, and providers during the process of transition is emphasized. (Contains 24 references, and a list of 17 resources whose programs provide direct services to youth and their families, or to individuals, families, and providers. (CR)

ED 398 688 EC 304 980

McWilliam, P. J.; And Others
THe Case Method of Instruction (CMI) Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jun 96
NOTE- 70p.; For a related document, see EC 304 997.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Case Studies; *Developmental Disabilities; Educational Strategies; Elementary Secondary Education; Family Involvement; Family Programs; Inservice Teacher Education; *Instructional Materials; Intervention;

homes 1 to 5 years after leaving high school; 66 percent had social networks ranging from three to eight people; few respondents made much use of state and community services; and students expressed satisfaction with their lives. Appendices include a list of six resources, survey items, and Minnesota and Federal transition legislation. (CR)

ED 398 704 EC 304 996

Thompson, James R.
Using Information To Improve Services to Minnesota Youth with Disabilities in Transition from School to Adult Life.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.; Minnesota State Dept. of Jobs and Training, St. Paul.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 30p.; Report from the Data Collection Symposium (Minnesota, April 28, 1993). For a related document, see EC 304 995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Data Collection; *Disabilities; *Education Work Relationship; Information Dissemination; *Information Management; *Information Needs; Information Policy; Information Utilization; Secondary Education; *Transitional Programs; Young Adults
IDENTIFIERS- *Minnesota

This report summarizes the discussion and recommendations of a symposium which focused on issues addressing the collection, sharing, and use of information to improve transition services and supports to youth and young adults with disabilities. Participants included representatives from state agencies, advocates, family members, and Community Transition Interagency Committee (CTIC) members. Section 1 discusses an information-based approach to supporting youth in transition. Section 2 provides four types of information needed to improve transition services and supports. Section 3 makes recommendations for collecting and sharing information. Recommendations include: conduct regular assessments of local needs; develop methods for sharing information across agencies; compile and review data on students' Individualized Education Program transition objectives; implement postschool follow-up studies at the local level; establish efficient strategies to manage information; develop resource directories at the local level; collect consumer information to improve services; and encourage networking among CTICs and other interagency committees. A list of 8 references and 20 resources are given in Sections 4 and 5. Section 6 includes the following appendices: responses to questions concerning information collected by Minnesota state agencies, the symposium agenda, a list of CTIC chairs in Minnesota, and excerpts from transition legislation. (CR)

ED 398 705 EC 304 998

Williams, Karen
Developing a Holistic Approach for Educating Persons with Profound Disabilities.
PUB DATE- May 96
NOTE- 47p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (120th, San Antonio, TX, May 28-June 9, 1996).
LANGUAGE- English

using alternative methods of evaluating parent meetings, such

as focus groups or sacred circles; ensuring that each individual's participation is a positive and meaningful experience; and scheduling meetings so that working family members can attend. (CR)

ED 398 722 FL 022 702

De Par en Par (Wide Open), 1994.
PUB DATE- 94
NOTE- 129p.; For 1993 issues, see ED 372 598.
LANGUAGE- Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; *Childrens Games; *Educational Games; Foreign Countries; *Instructional Materials; Periodicals; Preschool Children; Preschool Education; Recreational Activities; *Spanish Speaking
IDENTIFIERS- Los Angeles Unified School District CA; *Spain

This document consists of three issues (1994) of a Spanish language periodical directed at elementary and middle school-aged children. Contained in these periodicals are a variety of activities designed to encourage the reader to learn and practice the Spanish language. Each issue focuses on a particular topic, e.g., "The Spring," "Inventions and Discoveries," and "My District." Issue 5 features four activities centered around clouds: (1) "Many Types of Clouds; (2) "Identification of Clouds"; (3) "Clear Days, Clear Nights"; and (4) "Clouds in Three Dimensions." Some of the topics in Issue 6 are: (1) "I Learn about Paper"; (2) "I Find Information"; and (3) "I Work with Paper." Issue 7 is divided into the following sections: (1) information concerning a district in Los Angeles, California; (2) preparation of dossiers of information on one's own district; and (3) details of the information dossiers on one's own neighborhood. Each one of these sections contains pictures, questions to be answered, and activities to be performed by the young readers to sharpen their skills in Spanish. Activities include things to do, games to play, reading, information to learn, subjects to investigate, and drawing. (CK)

ED 398 723 FL 023 587

Mcdonald, Andrew, Ed.; Mcdonald, Gina, Ed.
Intensive English Programs Newsletter, 1994-1996.
PUB DATE- 96
NOTE- 74p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acculturation; Bibliographies; Chinese; Classroom Techniques; Conferences; Cultural Awareness; Cultural Traits; *English (Second Language); Evaluation Criteria; French; Friendship; Grammar; *Intensive Language Courses; Intercultural Communication; Japanese; Peer Relationship; Portuguese; Prepositions; Professional Associations; Program Administration; Program Design; Russian; Second Language Instruction; Second Language Programs; Standards; *Student Attitudes; Teacher Qualifications; Teaching Guides; Tourism; Writing Evaluation; Writing for Publication; Writing Instruction

This document consists of the six issues of this newsletter published during the two-year period summer 1994 to summer 1996. Intended for teachers of intensive English-as-a-Second-high school level. The case study subject was also an expert

teacher. Analysis focused on the teacher's transformations of intention in language instruction, based on the immediate teaching situation, to classroom learning processes. In the study, the teacher was interviewed using a semi-directed standard protocol to obtain task-centered retrospective verbalizations, and also using a simulation protocol to obtain concurrent verbalizations. Following this, classroom interaction was observed. Verbalizations were analyzed for specific indicators, including task domains, connectors establishing pragmatic links, organizers, and concepts. The analysis of teacher transformations from intention to actualization is presented in narrative form, with examples of teacher verbalizations. A variety of transformation types was found. Implications for use of this methodology and the results are discussed. Contains 53 references. (MSE)

ED 398 742 FL 024 044

Bouton, Lawrence F.
Can NNS Skill in Interpreting Implicature in American English Be Improved through Explicit Instruction?--A Pilot Study.
PUB DATE- 94
NOTE- 23p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p89-109, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *English (Second Language); English for Academic Purposes; Higher Education; Instructional Effectiveness; Language Research; Linguistic Theory; *Listening Comprehension; Longitudinal Studies; Native Speakers; *North American English; *Pragmatics; Second Language Learning; Skill Development
IDENTIFIERS- *Nonnative Speakers; University of Illinois Urbana Champaign

An ongoing series of studies at the University of Illinois at Urbana-Champaign concerning cross-cultural interpretation of implicature in conversation is discussed. Implicature is defined as the process of making inferences about the meaning of an utterance in the context in which it occurs. The studies focus on non-native speakers' (NNSs') interpretation of implicatures in American English. The first two studies, in 1986-91 (n=436 NNSs) and 1990-93 (n=304 NNSs), found that NNSs can develop a high level of proficiency in interpreting implicatures if given enough time, and that the amount of time required depends on implicature type, formulaic or relatively non-formulaic. The third study (1993) with 14 international students in an academic English course investigated whether classroom instruction on specific rules and patterns of implicature could speed acquisition of interpreting skills. Results suggest that formal instruction can be effective when focused on the more formulaic implicatures, while the less formulaic forms were as resistant to formal instruction as they appeared to be, in earlier research, to natural learning processes occurring in the American academic environment. Contains 11 references. (MSE)

ED 398 743 FL 024 045

Niki, Hisae; Tajika, Hiroko
Asking for Permission vs. Making Requests: Strategies Chosen by Japanese Speakers of English.
PUB DATE- 94
NOTE- 16p.; In: Pragmatics and Language Learning. Monograph

PUB DATE- 96

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alphabets; Classroom Techniques; Definitions; English; *English (Second Language); Language Patterns; Language Research; Limited English Speaking; Linguistic Theory; Orthographic Symbols; *Phoneme Grapheme Correspondence; Phonemes; Second Language Instruction; *Spelling; *Spelling Instruction

It is argued that a more comprehensive, systematic understanding of the nature of the alphabet, its three identities (letters/graphemes, letters/nomenemes, sounds/phonemes), and their specific functions in the teaching of various language skills and subskills should be an integral part of the language arts curriculum and instructional plan, particularly in situations involving language minority students. The curriculum and instruction should clearly outline the objectives and the teaching/learning strategies most appropriate for recognizing and implementing the three identities and their functions, both within one language and across languages. Such an approach not only secures a more realistic understanding of this major tool of language instruction but may also minimize misconceptions held by teachers and learners. The alphabet-spelling connection is multidimensional, not unidimensional as commonly assumed. The connection is both graphic and oral, a dichotomy that can help highlight the intricate relationship between the alphabet as a tool and spelling as a process. Language arts teacher training programs should be updated to promote use of this knowledge in the language classroom. Contains 20 references. (MSE)

ED 398 764 FL 024 074

Cazden, Courtney B.
The "Mentor Paper" Writing Assignment in One Community College Puente Class: Preliminary Report from a Participant Observer.
PUB DATE- 10 Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Classroom Techniques; *Community Colleges; Dropout Prevention; Educational Strategies; *High Risk Students; Instructional Effectiveness; *Mentors; Mexican Americans; *Personal Narratives; Two Year Colleges; Two Year College Students; *Writing Exercises; Writing Instruction
IDENTIFIERS- *Puente Project CA

An educator participating in a community college Puente class as both participant and observer analyzes the structure and experience of one writing assignment representative of the program's objectives. The Puente program combines teaching, counseling, and mentoring to California community college students as a means of promoting learning, academic persistence, and transfer to 4-year colleges among Mexican American students. Each student is paired with a mentor, a Mexican American community leader who is a college graduate, usually on the basis of the student's current occupational

pluralism, a subject to be debated during study-dialogues.

Chapter 2 focuses on the connection between democracy and diversity and the tensions this creates within the context of pervasive issues of difference and inclusion. Chapter 3 looks at democracy and American pluralism with subsections on democracy as historical force, as political process, as universal aspiration, and as communal connections. Chapter 4 examines America's past failures with reference to the inequality inherent in diversity, particularly racial differences. Chapter 5 discusses the existence of borders existing in any community encompassing two or more cultures, races, or classes. It is concluded that higher education has a double obligation to create new opportunities, termed "American Commitments Community Seminars" for public and campus learning about the United States as a diverse democracy; and to commit its institutions to making campuses inclusive educational environments. (Contains 33 references.) (CK)

ED 398 782 HE 029 379

Minnich, Elizabeth K.
Liberal Learning and the Arts of Connection for the New Academy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 54p.; For related documents, see HE 029 377-382; for other American Commitments Policy Reports and Recommendations, see HE 029 378-380.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; *Change Strategies; Communication (Thought Transfer); Concept Formation; Context Effect; Cultural Pluralism; Educational Change; Educational Environment; Educational Objectives; *Educational Philosophy; Educational Trends; *Equal Education; Futures (of Society); Higher Education; Interdisciplinary Approach; Liberal Arts; *Minority Groups; Reflective Teaching; Role of Education; Social Attitudes; *Social Integration
IDENTIFIERS- Diversity (Student); *Diversity Concept

This report explores the connections among diversity, democratic aspirations and goals for student learning in higher education contrasting old ways of thinking and habits with new alternatives. The introduction discusses how the "special" programs and emerging fields, such as American Indian Studies and Deaf Studies, influence university culture and academic disciplines. An introductory chapter introduces principles of the "new academy." Chapter 1 considers reconfiguring knowledge and reexamining old traditions, such as the Greco-Roman and the Euro-American traditions, in the context of the new inclusive educational commitment. Chapter 2 discusses translation across cultural barriers to effect greater commonality without requiring homogenization. Chapter 3 addresses principles of inclusive thinking contrasting assumptions of: the universal/particular, timeless/historical, central/marginal, human/kind of human/ and individual/community. Chapter 4 discusses renewal of educational commitments and discusses: grounded selves, relational pluralism, contextualizing and historicizing knowers and knowledge, mutually respectful dialogues among cultures, and fully participatory democracies. The concluding chapter emphasizes that liberal learning at this time in history is challenged to help people learn how to use their resources to cross boundaries dividing diverse groups. (Contains 41 references.) (CK) insurance coverage, and payroll data. Notes on the survey's methodology and response and a copy of the survey questionnaire are also included. (MSE)

ED 398 800 HE 029 397

Biggs, John H.
Implications of Demographic Change for the Design of Retirement Programs.
PUB DATE- Feb 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Age Differences; *Aging (Individuals); Demography; *Economic Change; Employers; *Federal Regulation; Futures (of Society); *Insurance; Mortality Rate; *Population Trends; Retirement; *Retirement Benefits; Taxes; Trend Analysis
IDENTIFIERS- *Life Expectancy

The influences that demographic changes may have on the design of private pension plans in the twenty-first century are examined. Major demographic factors to be considered include the aging of the population, declining mortality rate, potential for an even lower mortality rate, improved health for all ages and especially for older workers, and improvements in labor productivity. Possible changes in the objectives of private pension plans are considered, including those related to changes in public policy, employer attitudes, and the health care system. Implications of federal regulatory trends are also discussed. Current pension plan coverage is outlined, and the likely future impact of tax benefit changes and retiree health care coverage are noted. The fundamental pension plan design question, whether to shape the plan in the form of a defined benefit plan or a defined contribution plan, or a combination, is considered in the context of trends since 1975. Advantages of each design approach are enumerated. Two additional issues discussed are the target age of retirement and inflation protection. (MSE)

ED 398 801 HE 029 398

Greenberg, Douglas, Ed.; Katz, Stanley N., Ed.
The Life of Learning. The Charles Homer Haskins Lectures of the American Council of Learned Societies.
PUB DATE- 94
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *College Faculty; High Achievement; *Higher Education; *Humanities; Job Satisfaction; *Life Satisfaction; Opinions; Personal Narratives; Researchers; *Scholarship; Self Evaluation (Individuals); *Teacher Role

Lectures from the Charles Homer Haskins Lecture Series of the American Council of Learned Societies are gathered here. They include the untitled lectures of: Maynard Mack (1983) of Yale University; Lawrence Stone (1985) of Princeton University; Milton V. Anastos (1986) of the University of California at Los Angeles; Carl E. Schorske (1987) of Princeton University; John Hope Franklin (1988) of Duke University; Judith N. Shklar (1989) of Harvard University; Paul Oskar Kristeller (1990) of Columbia University; Milton Babbitt (1991) of Princeton implications of a performance orientation for the four components of organizational learning: knowledge acquisition, information distribution, interpretation, and organizational memory. (YLB)

ED 398 366 CE 070 970

Instructional Technology in HRD .
PUB DATE- Mar 95
NOTE- 20p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981. Simon and Palmer and Rhodes are not included due to copyright restrictions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Computer Assisted Instruction; Foreign Countries; *Instructional Design; *Labor Force Development; *Performance Technology; Research Needs
IDENTIFIERS- Netherlands; *Performance Support Systems

These four papers are from a symposium that was facilitated by C. J. Wallington at the 1995 conference of the Academy of Human Resource Development (HRD). "The Effectiveness of an Electronic Performance Support System (EPSS) on Learning and Performance" (Theo J. Bastiaens, Wim J. Nijhof, Harmen J. Abma) reports on a study of Dutch insurance agents using laptops that identified some major advantages of EPSS, such as increased productivity and better learning outcomes, and found no significant improvement in productivity or learner outcomes. "Principles of Computer-Based Instruction (CBI) Design and the Adult Learner: The Need for Further Research" (Reid A. Bates, Dian L. Seyler, Elwood F. Holton, III) surveys research literature to identify the principles of effective CBI, assesses the adequacy of the research, and makes recommendations for a research agenda related to CBI, adults, and the workplace. (YLB)

ED 398 367 CE 070 971

Work Analysis and Expertise in HRD .
PUB DATE- Mar 95
NOTE- 41p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Evaluation Methods; Goal Orientation; *Job Analysis; *Job Skills; Job Training; *Labor Force Development; Objectives; *Personnel Evaluation; *Personnel Selection; Skill Development; *Technological Advancement
IDENTIFIERS- *Comprehensive Occupational Data Analysis Programs

These five papers are from a symposium that was facilitated by Darlene Russ-Eft at the 1995 conference of the Academy of Human Resource Development (HRD). "The Setting of Goals for Skill Acquisition" (Howard J. Klein, Peg Thoms) reports a study of hospital managers that found that goal manipulation did not lead to significant main effects in training. "The Use of Work Analysis Tools as a Foundation for Interventionist and Noninterventionist Human Resource Functions in Small Organizations" (Mark M. Lewis) describes development of a training, examinations, and the new notion of qualification. A chart illustrates the structure for training in three major occupational fields--power electronics, industrial electronics, and communications--and the additional occupation of electrical machine fitter. Section II provides descriptions and profiles of the following occupations: electrical machine fitter; power electronics mechanic specializations: plant technology and operations technology; industrial electronics mechanic specializations: production technology and equipment technology, and communications fitter specializations: information technology, telecommunications technology, and radio technology. A description of the occupation includes duration of vocational training and tasks. The occupation profile lists skills and knowledge with standard times in weeks for year 1, 2, or 3. Section III consists of regulations concerning vocational training for the occupations. Appendixes include the general syllabuses for the basic, specialized, and any advanced vocational training of electrical machine fitters, power electronics mechanics, industrial electronics mechanics, and communications fitters. (YLB)

ED 398 384   CE 072 126

The New Industrial Metalworking Occupations. Descriptions.
PUB DATE- 96
NOTE- 47p.; For a related document, see CE 072 125.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Descriptions; Foreign Countries; Foundries; *Industrial Education; Industry; *Machine Tools; Machinists; Mechanical Skills; Mechanics (Process); Metal Industry; *Metalworking; *Occupational Information; Patternmaking; Postsecondary Education; Technology; *Tool and Die Makers
IDENTIFIERS- *Germany

This publication provides information on occupations in industrial metalworking in the Federal Republic of Germany. Section I contains the German vocational training regulations for these occupations, including an overview of training, examinations, reorganization of the industrial metalworking trades, and characteristic features of the new occupational structure. Section II provides descriptions and profiles of 17 new industrial metalworking occupations: industrial mechanic specializations: production mechanics, operation technique, engineering and systems engineering, and tool and fine tool engineering; tool mechanic specializations: punching and forming, moulding engineering, and instrument engineering; metal-cutting mechanic specializations: turning, automatic turning, cutting, and grinding; construction mechanic specializations: metal construction and shipbuilding, outfitting, and sheet metal construction; plant mechanic specializations: equipment engineering and supply engineering; and motor vehicle mechanic. Each occupation is described in terms of duration of vocational training and tasks. The occupation profile lists skills and knowledge with standard times in weeks from the general syllabus for each year of training. (YLB)

ED 398 385   CE 072 138

First Findings from the EQW National Employer Survey. EQW Results.

ED 398 402 CE 072 253

Temple, Grace
Evaluation--A Reality Check for Literacy Programs.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Evaluation Methods; Evaluation Utilization; Guidelines; Information Dissemination; *Literacy Education; Needs Assessment; *Program Evaluation; Recordkeeping

This report provides a framework for local adult literacy program evaluation. Section 1 lists questions to achieve a consensus regarding the scope and nature of the desired evaluation; lists the five basic steps to design an evaluation of the program; and provides an evaluation report outline. Section 2 describes the following questionnaires that have been developed for those thinking of starting a literacy program and wanting to involve the community: human services and organizations questionnaire and questionnaire for businesses and offices of employment. Section 3 discusses program records that literacy programs should keep to monitor and document the program. Section 4 focuses on comparing program intent to what the program has become. Section 5 discusses brainstorming with volunteers, other staff, the board, and others to determine how to improve the program, what to do differently and more effectively, what should be modified or refined, dissemination. It also touches upon communication of results. An appendix contains the human services and organizations questionnaire; business and employment questionnaire; community contact public relations forms; suggestions to increase the number of adult learners referred to literacy for reading and/or speaking English; suggested list of program records literacy programs should keep; sample review forms; and nine-item reference and resource list. (YLB)

ED 398 403 CE 072 254

Phillips, Terry; And Others
The Evaluation of Pre-Registration Undergraduate Degrees in Nursing and Midwifery Programmes.
PUB DATE- 96
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Allied Health Occupations Education; Case Studies; Clinical Experience; Curriculum Development; Educational Change; Financial Support; Foreign Countries; Higher Education; *Nurses; *Nursing Education; *Obstetrics; Outcomes of Education; Professional Continuing Education; Professional Education; Program Development; *Program Effectiveness; Questionnaires; Student Employment; Student Experience; Student Needs; Student Role; Teaching Methods; *Undergraduate Study
IDENTIFIERS- *England

England's preregistration undergraduate degree in nursing and midwifery programs were subjected to a comprehensive evaluation that included the following data collection activities: in-depth field studies of 26 of 32 three- and four-year

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Algebra; Arithmetic; Basic Skills; Competence; Computation; Geometry; *Instructional Materials; *Learning Activities; Mathematics Anxiety; *Mathematics Curriculum; Mathematics Instruction; Number Concepts; *Numbers; *Numeracy; Probability; Self Esteem; *Standards; Statistics

This document compiles an "honest list" of what is needed for adult numeracy. The first section consolidates the four posited Massachusetts Adult Basic Education (ABE) Math Standards into three adult numeracy themes: relevance/connections, problem solving/reasoning/decision making, and communication. A discussion of each theme is followed by some implications for learning and teaching. Each of the next five sections provides content and explanations as well as some activities and ideas that can be adapted for specific situations. Section 2, Competence and Self-Confidence, focuses on adults' feelings and attitudes toward math. The affective issues--learner self-confidence, attitudes about mathematics, beliefs about what one can and cannot accomplish in mathematics, and math anxiety--are covered. Sections 3-6 integrate the remaining seven Massachusetts ABE Math Standards into four adult numeracy content themes. Number and Number Sense includes two previous standards: Estimation and Number, Operations and Computation. The Data theme is similar to the standard of Statistics and Probability. Geometry: Spatial Sense and Measurement incorporates two previous standards. The two standards of Patterns, Relationships, and Functions, and Algebra correspond to the adult numeracy themes of Algebra: Patterns and Functions. The final section lists 31 resources. (YLB)

ED 398 421 CE 072 287

Are American Students Prepared To Compete Internationally?
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Comparative Education; Developed Nations; *Educational Attainment; Educational Finance; Educational Needs; Elementary Secondary Education; *Employment Level; Foreign Countries; Higher Education; High School Graduates; *Income; *Majors (Students); National Surveys; *Outcomes of Education

This paper explores some trends in U.S. education, student achievement, and worker earnings. Some of the findings are the following: (1) U.S. students are doing well in reading literacy but lag behind other leading nations in mathematics and science; (2) U.S. elementary school students have one of the lowest pupil-teacher ratios among the world's industrial nations; (3) K-12 expenditures per U.S. student continue to outpace spending by most other countries, but this spending is a lesser percentage of Gross Domestic Product than most other countries; (4) more U.S. students complete high school and earn college degrees than in any other nation, but the gap is narrowing; (5) more students are earning college degrees in mathematics, computer science, and engineering in most other industrialized nations while the percentage of Americans awarded degrees in these areas has dropped steadily since 1985;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auto Mechanics; Case Studies; *Continuing Education; Educational Needs; Foreign Countries; Job Skills; *Job Training; Labor Needs; *Motor Vehicles; Postsecondary Education; Program Effectiveness; Program Evaluation; *Sales Occupations; Secondary Education; Vocational Education
IDENTIFIERS- *Ireland

A study viewed the existing motor vehicle sector, structure, and trading conditions and identified and analyzed the best and most significant continuing vocational training practices in Ireland. In 1991, the motor vechicle sector accounted for 6.2 percent of the Gross National Product. Employment in the sector has decreased from an estimated 24,000 in 1988 to 17,000 in 1992. The impact of legislation on the Irish motor industry was significant, requiring those engaged in the industry to cope with a wide variety of laws and statutory instruments. The industry has been well served by the statutory scheme for apprentices. Companies involved in four case studies were a component manufacturer, Nissan, Ford, and Volkswagen/Audi. Each case study described the case, the firm, providers of continuing vocational education, training policy of the firm, evaluation of the training concepts, and conclusions in relation to best practice and normal practice. The case studies demonstrated the organization of work at distributor level was very professional. At no time in the history of the motor industry in Ireland did polarization of skills (within trades) occur; all-round skills were found necessary for the survival of the dealership. The relationship between franchise dealers and the distributors was very good. The only regulated training was apprenticeship. Indicated trends were static or slightly increased employment in the motor vehicle sector and training needs that correspond to the overall development of vehicle technology and design. (YLB)

ED 398 439   CE 072 330

Imel, Susan
One-Stop Career Centers. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Agency Cooperation; Annotated Bibliographies; *Career Counseling; Career Education; Cooperative Planning; Educational Technology; *Educational Trends; *Employment Programs; *Federal Programs; *Labor Force Development; Professional Development; Program Development; Program Implementation; School Business Relationship; State Agencies; *Systems Approach
IDENTIFIERS- *Career Centers

In an effort to shift the focus of employment programs from unemployment to reemployment, the U.S. Department of Labor (DOL) is funding the development and implementation of a one-stop employment system. The DOL has largely left states free to design their one-stop systems provided programs have these features: (1) universality, (2) customer choice orientation, (3) designed to operate as an integrated system, and (4) performance driven/outcome based. Federal guidelines also specify that one-stop programs provide customers with

This book is the fourth in a series aiming to promote international exchange of ideas, experiences, and studies relating to technical and vocational education. The introduction reviews traditional practices in assessment and chapter 2 highlights the connections between assessment and learning, emphasizing that assessment is the most significant prompt for learning. Chapter 3 addresses the need to focus on competence, and describes a competency-based framework of assessment that assumes educational standards can be set, most students can achieve them, different performances can reflect the same standards, and assessors can judge these performances. The chapter suggests use of such a model affects the approach to both training and assessment that is currently being implemented in vocational education in many countries. Chapter 4 highlights recognition of prior learning, recommending that vocational education providers should take account of prior learning because it is sound educational practice; students may be able to progress more quickly, and they are not forced to "learn" things they already know. Chapter 5 considers the use many countries make of external assessment systems for their technical and vocational courses. Chapters 2-5 each contain an annotated list of further readings. (YLB)

ED 398 457 CE 072 399

Miller, Juliet V.; Vetter, Louise
Vocational Guidance for Equal Access and Opportunity for Girls and Women in Technical and Vocational Education. UNEVOC Studies in Technical and Vocational Education 6.
PUB DATE- 96
NOTE- 121p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other documents in this series, see ED 391 949 and CE 072 395-400.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Career Guidance; Case Studies; Comparative Analysis; *Counseling Services; *Equal Education; Foreign Countries; Guidelines; Program Improvement; Secondary Education; *Vocational Education; *Womens Education
IDENTIFIERS- Argentina; India; International Surveys; Mexico; South Africa; South Korea; Spain; Sweden; Turkey; United Arab Emirates; Zambia

A study examined the relevance of vocational information and guidance for the equal access of girls and women to technical/vocational education in the following countries: Argentina; India; Mexico; Republic of Korea; South Africa; Spain; Sweden; Turkey; United Arab Emirates; and Zambia. Case studies were conducted by using a multiple-strategy approach that involved combining a structured 27-item questionnaire with materials describing national legislation, policy, and implementation plans and materials describing programs. The questionnaires, which were completed by in-country collaborators, focused on three broad areas: national policy; vocational guidance programs, and transportable guidance components. It was discovered that most countries surveyed have national policies supporting equal employment and education for girls and women and that considerable efforts have been made within technical/vocational education to implement structures and develop strategies supporting increased enrollment, completion, and placement of girls and women within nontraditional technical/vocational fields. The extent of protection provided varied significantly by country. The study

Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Florida; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation in Florida are the focus of this study. Participants were 156 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 361 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that work behaviors are important predictors of overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, Florida's public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 476   CG 027 183

McGhee, Marcheta; Satcher, Jamie
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Georgia.
PUB DATE- Mar 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Georgia; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in the United States are the focus of this study. Participants were 146 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 240 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that work behaviors are important predictors of overall job satisfaction, emotional, and normative attachment of counselors toward the

ED 398 494 CG 027 201

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Tennessee.
PUB DATE- Apr 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Tennessee

The job satisfaction and organizational commitment of rehabilitaton counselors working in the public rehabilitation agencies in Tennessee are the focus of this study. Participants were 94 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 146 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that conscientiousness is an important predictor of the overall job satisfaction, emotional, and normative attachment of counselors toward the agency for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, Tennessee public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (i.e., conscientiousness) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 495 CG 027 202

McGhee, Marcheta; Satcher, Jamie
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Vermont.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Vermont

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in Vermont are the focus of this study. Participants

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Behavior; Affective Measures; *Affective Objectives; *Counselor Role; Depression (Psychology); Emotional Disturbances; *Intervention; Postsecondary Education; Psychotherapy; *Therapists; *Therapy

One of the maladies of living that seems to be of endemic proportions in Western society is affective deficit, experienced as emptiness, lack of fulfillment, dissatisfaction with obvious success, or a sense of not being complete nor even of being okay. This paper establishes a case for the importance of recognizing and developing interventions for deficit states, particularly affective deficit, in clients and patients. Of the three categories of deficit states (cognitive, affective, and behavioral), affective deficit is the most difficult to circumscribe. Definition and description are given, most clearly in the experience of emptiness within a context of "Everything is going extremely well." Results from two studies are provided, one on obsessive-compulsive disordered subjects and one on individuals who had experienced dissolution of long term relationships. An overview of intervention strategy is given. It is concluded that there are sufficient explanations and data supportive of an area of affective deficit to warrant more empirical study. (Author/TS)

ED 398 515 CG 027 307

Wilczenski, Felicia L.
School Psychologists' Attitudes toward Inclusive Education: A Rasch Analysis.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Counselor Attitudes; Disabilities; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Program Attitudes; *Regular and Special Education Relationship; *School Psychologists; *Special Education
IDENTIFIERS- *Rasch Model

Special and regular education reforms toward more inclusionary models impact the practice of school psychology. Traditional school psychological services involving testing and placement are being challenged through inclusive education initiatives. In this study, school psychologists' attitudes toward inclusive education were measured via a Rasch model of a brief attitude scale (N=298). The Attitude Toward Inclusive Education Scale (ATIES) records positive and negative attitudes toward integrating children with various disabilities in regular classes. Rasch analysis resolved the nonlinear relationship between the finite range of recorded ATIES scores and the conceptually infinite range of attitudes. Results showed that the ATIES items calibrated in a recognizable hierarchy reflecting the impact of the student's disability on his or her own learning or the learning of classmates and the extent of the regular classroom accommodations required by the student. Implications of the present findings for school psychology research and practice are discussed. (Two tables and two figures present data and statistical analysis. Contains 22 references.) (Author/TS)

ED 398 516 CG 027 314

reading and post reading strategies. The paper determines that (1) directed instruction of cooperative groups, metacognitive strategies, visualization, and repeated reading are effective strategies; and (2) the larger question of the effectiveness of whole language seems statistically unresolved. The paper concludes with criticism concerning the lack of economic definitions and suggestions for further research. Contains 25 references. (Author/RS)

ED 398 534 CS 012 549

Zilch, Carolyn
Direction Reading: An Essential Skill for Adult Learners.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Students; *Classroom Techniques; Daily Living Skills; *Reading Skills; Reading Strategies; *Skill Development
IDENTIFIERS- *Directions; *Reading Uses

The act of reading directions and being able to carry out those directions precisely is very different from reading prose--such a specific skill needs to be taught to adult students. Being able to follow directions is an important workplace competency, as well as being crucial for completing tests required of job applicants. Mountains of forms, in daily life as well as on the job, require the reading and understanding of directions. One activity to see if adult students can do what written directions ask is to use the chalkboard to write simple directions using only familiar vocabulary. As in any other reading instruction, the teacher needs to begin teaching this skill at the level of vocabulary and understanding of the students. (Contains 8 references and 7 sample activities that can be adapted for use in most any classroom.) (RS)

ED 398 535 CS 012 550

Pabich, Ruth Derge
Gender Differences in High School Reading Responses.
PUB DATE- Jul 95
NOTE- 79p.; M.S. Thesis, University of Wisconsin--Eau Claire. Accompanying materials may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; High Schools; *High School Students; *Reader Response; *Reader Text Relationship; Reading Research; *Sex Differences; Short Stories
IDENTIFIERS- Narrative Text; *Response to Literature; Text Factors

A study used Elizabeth Flynn's interpretive strategies to look at high school students' reading responses. Subjects, 30 high school students, 15 males and 15 females (15 freshmen and 15 seniors) were assigned 3 short stories to read and were then asked to write responses to the stories. Results indicated that: (1) males were much more likely to reject or dominate the text if the story was difficult or if the subject of the story was uncomfortable for them or unfamiliar; (2) females seldom reacted to difficult text in the way the males did; (3) females were more often able to arrive at a meaningful interpretation of text; (4) senior females were slightly more apt to use in school increased significantly, but the action plan had little impact on student attitude toward recreational reading outside school. (Contains 24 references and 12 figures of data. Appendixes present survey instruments, a sample classroom library book collection, survey data, sample journals, and a 13-item bibliography.) (Author/RS)

ED 398 554   CS 012 572

Fairgrieve, Susan; Walton, Nancy
Improving Higher Order Thinking Skills in Language Arts.
PUB DATE- May 96
NOTE- 62p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Creative Activities; *Critical Thinking; Educational Research; Grade 4; Grade 7; Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Language Arts; *Problem Solving; *Thinking Skills
IDENTIFIERS- Illinois (North)

This report describes a program that used both critical and creative thinking skills to enhance the educational process in language arts. The targeted population consisted of fourth- and seventh-grade students in two growing, middle-class communities located in northern Illinois. The lack of higher-order thinking skills was documented through teacher-made inventories, teacher-made content area tests, and a thinking skills rubric. Analysis of probable cause data revealed that students lacked skills related to higher-order thinking, lacked the ability to explain problem-solving strategies, and lacked the ability to transfer knowledge to new situations. Educators consistently fail to provide explicit instruction in higher-order thinking skills and resist change in teaching practices and curriculum to include the needed instruction. Reviews of curricula and instructional strategies revealed a curricular under-emphasis on information pertaining to higher-order thinking skills. A review of solution strategies combined with an analysis of the problem setting resulted in the selection of one intervention--an implementation of a teacher-constructed program with an increased emphasis on higher-order thinking processes. Post intervention data indicated an increase in student use of higher-order thinking skills. (Contains 30 references, and 4 tables and 2 figures of data. Appendixes present assessment instruments, rubrics, and 10 sample lessons concerning brainstorming, predicting, compare/contrast, questioning, cause/effect, sequencing, problem-solving, and inferring.) (Author/RS)

ED 398 555   CS 012 573

Mathis, David
The Effect of the Accelerated Reader Program on Reading Comprehension.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Grade 5; Grade 6; Intermediate Grades; *Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Programs; Reading Research; Reading Strategies; Scores

description to explanation and interpretation; (3) being inclusive, it works well with research teams; (4) it teases out the political and social components affecting writing and teaching; and (5) it is flexible and open so that additional data can be incorporated over time. (Contains a figure representing college writing and eight references.) (TB)

ED 398 574 CS 215 394

Stolarek, Elizabeth A.
Dialectic: Rhetoric's Neglected Step-Sister Comes of Age.
PUB DATE- Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Higher Education; *Persuasive Discourse; Problem Solving; *Rhetoric; *Rhetorical Theory; *Writing Instruction
IDENTIFIERS- *Classical Rhetoric; Dialectic (Concept); *Dialogic Communication

The composition classroom has traditionally been seen as one of the most important places to develop critical thinking and problem-solving skills. Composition theory based on developing students' rhetorical skills in argument seeks, in particular, to address development of these skills. Rhetoric is audience-based and culminates in an argument that should persuade those whom the writer needs to persuade. In classical times, another art preceded rhetoric, the art of dialectic. For Plato, dialogues had an important purpose, i.e., to search for truth, and were done in preparation for producing arguments. In short, dialectic searched for truth, and rhetoric offered truth for public consumption. It is for this reason that dialectic helps students prepare for argumentation. Following the submission and approval of topics, an instructor discusses three methods of argument: dialectic, inductive, and Rogerian. The dialectic appears in script format. The inductive is form-governed and concerned only with an argument's major points. The Rogerian asks students to look at the common ground in both sides of the argument and to offer a proposed resolution. (Contains samples of all three argumentative methods.) (TB)

ED 398 575 CS 215 410

Drew, Julie
Politicizing Theory and the Act of Theorizing.
PUB DATE- Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; Higher Education; *Politics; Problem Solving; Rhetorical Theory; *Theory Practice Relationship; *Writing (Composition); *Writing Teachers
IDENTIFIERS- *Authority; Composition Theory; Professional Concerns

Joseph Harris, in his article, "The Rhetoric of Theory," talks

(1) the literature book prompt produced the greatest number of words written, and the mean number of words written for the other two prompts were not statistically significantly different; and (2) the direction to describe the prompt produced more words written than the direction to predict. Further research needs to explore both writing prompts and teacher directions in more detail. (Contains 64 references and 1 table of data. The writing prompts and several photographs are attached.) (RS)

ED 398 592 CS 215 443

Grunst, Robert
Concealment in Composition: Radical Omission or Integral Part?
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Hermeneutics; Higher Education; Interpretive Skills; *Language Role; *Student Development; Teaching Methods; *Writing (Composition); Writing Attitudes; *Writing Instruction
IDENTIFIERS- Composition Theory; *Gadamer (Hans Georg); Meaningfulness; *Writing Development

In his book, "Inventions: Writing, Textuality, and Understanding," Gerald L. Bruns interprets the hermeneutics of Hans Georg Gadamer. Hermeneutics is the art of interpretation. One principle of hermeneutics is that understanding always proceeds from an initializing moment of confusion, strangeness, darkness, or concealment. Concealment's opposite is clarity, and, while a repeated direction to composition students is "make it clear," experience is not always clear, nor is language. If composition courses are predicated upon the "make it clear" motto, dimensions of language and experience basic to the very reason for composition are concealed from students. In composition courses, the most vital work comes in helping students to understand that meaning is always a compensation for what is inaccessible and in encouraging them to have reverence for concealment, which is not deceit nor obscurity, but the very condition which keeps individuals thinking and writing and trying to compose accounts for themselves and others--explaining why, how, and what it means to be here and to be human. (CR)

ED 398 593 CS 215 448

Kosidowski, Paul
Building a Foundation: Architecture Education and Writing Pedagogy.
PUB DATE- 28 Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Education; Class Activities; *Classroom Environment; Higher Education; Student Needs; *Writing Across the Curriculum; *Writing Exercises

DESCRIPTORS- Action Research; *Classroom Communication; Classroom Techniques; Grade 7; Instructional Improvement; *Interpersonal Communication; Junior High Schools; Language Arts; *Listening Habits; *Listening Skills; Metacognition; Middle Schools; *Student Attitudes; Student Improvement
IDENTIFIERS- *Active Listening; Illinois (Chicago Suburbs); *Listening Strategies

A project developed a program for improving deficient student-to-student listening skills. The targeted population consisted of 18 seventh-grade middle school students in a culturally diverse, lower middle class community in a near-western suburb of Chicago. The problem of deficient listening skills was evident through teacher observation and anecdotal records, student surveys, and low standardized listening test scores. Analysis of probable cause data revealed student apathy and passivity toward speakers' messages, noting that lack of trust leads to poor communication. Students displayed boredom and lack of motivation within the classroom setting through passive listening. A review of solution strategies suggested by knowledgeable others and an analysis of the problem setting resulted in the selection of one intervention: an emphasis on social skills instruction attempted to increase positive social interaction and active listening skills. Results from post-intervention data indicated an increase in student use of active listening skills in dyads and cooperative group settings. Findings revealed that students used metacognition to monitor and check their personal listening skills. Findings also suggest that students gained a heightened awareness of the elements of active listening. (Various forms and lesson plans are appended; contains 28 references.) (Author/CR)

ED 398 612 CS 509 306

Dorman, William A.
Do the Media Undermine Democracy?
PUB DATE- Jul 96
NOTE- 24p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (16th, Rohnert Park, CA, July 28-31, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agenda Setting; *Class Activities; *Critical Thinking; Democracy; Higher Education; *Journalism; *Mass Media; *Political Issues
IDENTIFIERS- Business Media Relationship; Media Bias; Media Coverage; Media Ownership; *Political Advertising; Political Communication; *Reflective Thinking; Social Reality

This paper considers political reasoning within a democracy and how mass media may affect that process, as well as how the perspective and method of critical thinking may be brought to bear on the subject of media and politics. Specifically, the paper (1) discusses some ways in which the mass media may affect political reasoning; (2) offers a critique of mass media and journalism in the contemporary political process, including comments on political advertising; and (3) considers some classroom strategies based on critical thinking for approaching the subject. Arguing that the media are best studied and understood as constituting an ecological system that has everything to do with the shape of an individual's interior world, the paper first presents a critique of the media, 6 hours, during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and industry. Students complete written assignments before, during, and after the job shadow to help them understand and reflect on what they experience. When appropriate, students perform hands-on tasks at the work site. The guide offers suggestions to the program coordinator for creating the framework for job shadows--assessing students' interests, placing students at worksites, orienting partners, and handling logistical issues. It describes how teachers can structure learning during the job shadow and help students make a connection between what happens in school and at the workplace. The guide also includes fact sheets, classroom exercises, and sample forms. A glossary and index are included. The companion guidebook for students helps them structure their learning. It contains assignments that students complete before, during, and after the job shadow. (LMI)

ED 398 631 EA 027 794

Annual Audits of School Districts and Related State Education Department Oversight. Report No. 96-J-1.
PUB DATE- 12 Jul 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Educational Finance; *Efficiency; Elementary Secondary Education; Federal Regulation; *Financial Audits; Public Schools; *School Districts; School District Spending; *State Standards
IDENTIFIERS- *New York

New York State's Education Law requires local school districts with eight or more teachers and all Boards of Cooperative Educational Services (BOCES) to obtain annual independent audits. They are required to submit annual audit reports to the State Education Department. The Department also requires these entities to obtain a "Single Audit" if they receive federal assistance over $25,000. This report presents findings of an audit that examined the procurement, use, and quality of annual school-district audits and the related oversight provided by the New York State Education Department. The audit concludes that the department and school districts need to work to ensure that they are receiving quality audits that comply with applicable requirements. In addition, department and district managers should use school-district audits more effectively. It is suggested that they use a competitive selection process in which the quality of the proposed services is equal or more important than the price; and consider peer-review results of the auditor's work, extent of the auditor's continuing professional education, and the auditor's governmental and single-audit experience. Ongoing reviews of the audit work being conducted are also needed. In summary, the department should consider changes to the annual audit and subsequent report to enable audited data to be used for state aid purposes. Appendices contain a list of major contributors, a list of school districts visited, and comments from department officials. (LMI)

ED 398 632 EA 027 795

New York City Board of Education Division of School Safety: Incident Reporting System Needs To Be Strengthened To Ensure Accurate Reporting of School Safety Incidents, No. A-7-95.

Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Private Schools; *Sex Differences; Sex Role; *Student Attitudes; Student Characteristics; *Student Interests; *Student Participation; Student Surveys

Literature emerged at the beginning of this decade indicating that girls' and boys' differential experiences in schools frequently marginalized the girls and had negative impacts on their futures. This paper presents findings of a study conducted in a New York City independent day school to explore whether and how student attitudes and beliefs differed by gender. The students came predominantly from middle- and upper-middle-class families of European descent. Data were obtained from a survey of 362 students (192 males and 170 females) in grades 4-12. Students were asked about their favorite subjects, class participation, how they spent their free time, work habits, how they reacted to criticism and compliments, their use of computers, and adjectives that most described them. The most disturbing finding was that both boys and girls reported that girls were held to lower standards in meeting some of their school responsibilities. The ways in which males and females saw their world, however, was more similar than different. Girls said that they wanted to participate in classrooms more often; both genders cited fear of being wrong as the reason for not participating. Females most frequently identified themselves as creative, caring, intelligent, polite, honest, and hardworking. Males most often identified themselves as athletic, humorous, creative, intelligent, polite, honest, and curious. (Contains eight references.) (LMI)

ED 398 651 EA 027 826

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1993-94. Statistics in Brief.
PUB DATE- Jul 96
NOTE- 9p.; Tables contain small faint print that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Federal Aid; *Income; Public Education; School Statistics; *State Action; State Aid

Financial data on public elementary and secondary education are collected and reported each year by the National Center for Education Statistics, part of the U.S. Department of Education. The data are part of the National Public Education Financial Survey, one of the components of the Common Core of Data collection of surveys. This document presents statistics for revenues and expenditures for public elementary and secondary education for the 1993-94 school year. Over $260 billion of revenues were raised by local, state, and federal governments to fund public education for students in prekindergarten through the 12th grade in school year 1993-94. The greatest part of educational revenues came from student and local governments, which provided 93 percent of all revenues. Current expenditures (those excluding construction, equipment, and debt financing) came to $232 billion. This represents a 4.6 percent increase over expenditures in the previous year (in unadjusted dollars). Three out of every five dollars were spent on teachers, textbooks, and other instructional services and supplies. An average of $5,325 was spent on each student--an increase of 2.5 percent from 5 years ago (after adjusting for education. Chapter 9 discusses the role of the families of gifted black students. Chapters 10 and 11 discuss current federally funded programs related to gifted and potentially gifted black students, prevention and intervention issues, and directions for future research. An appendix reviews three relevant court cases. (Contains over 400 references.) (CR)

ED 398 670 EC 304 962

Larson, Katherine; Rumberger, Russell
PACT Manual: Parent and Community Teams for School Success. ABC Dropout Prevention and Intervention Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 51p.; For related documents, see EC 304 963-966.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; Adolescents; Agency Cooperation; *Community Involvement; *Dropout Prevention; Group Dynamics; *High Risk Students; Hispanic Americans; Intervention; Junior High Schools; Parent Associations; Parent Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Program Development; Program Implementation; *Social Support Groups; Teamwork
IDENTIFIERS- ABC Projects

This manual describes the PACT (Parent and Community Team) for School Success concept, which was developed from insights and techniques gained from three dropout and intervention projects with high-risk junior high school youth and families. PACT focuses on ways to initiate and maintain a group that meets frequently to create ongoing cohesive support for parents concerning issues of adolescent development, especially dropout prevention. Discussed in Part 1 are reasons why PACT is needed and examples of collaboration. Part 2 describes potential benefits of using PACT for youth, parents, schools, the community, and organizations. Part 3 provides material on how to organize a PACT group including information on basic team terms, different types of teams, recruiting team members, examples of building trust, and training guidelines. Part 4 presents suggested meeting topics in three areas: getting involved in a teen's schooling, guiding and disciplining teens, and getting help and support from community resources. Part 5 provides resource lists that include organizations, brochures, catalogs, hot lines, federal agencies, parent training materials, and seminars and workshops. An appendix describes the three federal dropout prevention and intervention programs for youth in special education known as the ABC Projects: ALAS (Achievement for Latinos through Academic Success), the Belief Academy; and Check & Connect. Contains 39 endnotes. (CR)

ED 398 671 EC 304 963

Thurlow, Martha; And Others
Staying in School: Strategies for Middle School Students with Learning & Emotional Disabilities. ABC Dropout Prevention and Intervention Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95

Teacher Education; *Instructional Materials; Intervention;

Preschool Education; Preservice Teacher Education; Professional Development; Program Development; Skill Development; *Teaching Methods
IDENTIFIERS- *Case Method (Teaching Technique)

This final report describes the Case Method of Instruction (CMI) Project, a project to develop, field test, and disseminate training materials to facilitate the use of the Case Method of Instruction by inservice and preservice instructors in developmental disabilities. CMI project activities focused on developing a collection of case stories and related training activities and materials for instructors in case method instructional strategies. The benefits of CMI are identified, including: an emphasis on problem-solving, use of real-life situations, and active student participation. The 23 case stories developed address three major areas of training: working with families, interdisciplinary and interagency collaboration, and child-level interventions. Instructional materials for the case studies include role plays, discussion questions, small group activities, team simulations, and written assignments. Field tests indicated the case studies and training materials were perceived to be of high quality and useful. Application of CMI in a preservice graduate course on families indicated students demonstrated a significant increase on measures of family-centeredness as a result of the course. Individual sections of the report address the project's goals and objectives, conceptual framework, logistical difficulties and departures from original plans, evaluation findings, impact, and future activities. Appendices include a field-test review form, a CMI survey form, and reviewers' comments. (CR)

ED 398 689 EC 304 981

National Strategic Research Plan 1991, 1992, 1993.
PUB DATE- 93
NOTE- 431p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Communication Disorders; Data Collection; Disability Identification; Etiology; Federal Legislation; *Federal Programs; *Hearing Impairments; *Language Impairments; Long Range Planning; Program Development; *Research and Development; Research Needs; Research Opportunities; Research Utilization; *Speech Impairments; Strategic Planning; Voice Disorders
IDENTIFIERS- Balance; National Deafness and Other Communication Dis Act; National Institutes of Health; Vestibular Stipulation

This report updates the National Strategic Research Plan of the National Institute on Deafness and Other Communication Disorders (NIDCD) and reports progress made from 1991 through 1993 as required by the National Deafness and Other Communication Disorders Act of 1988 (Public Law 100-553) which established the Institute. An executive summary highlights major research accomplishments and opportunities in six program areas. Each of the following sections includes an overview of the program area; a listing of recent accomplishments in the field; the Institute's goals for the program area; a discussion of research opportunities, strategies, and priorities; and a summary of research recommendations. Individual sections address the following program areas in substantial detail: (1) hearing and impairment; (2) balance and the vestibular system; (3) smell, taste, touch, and chemosensory disorders; (4) voice

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Behavior Rating Scales; Brain Hemisphere Functions; Cognitive Ability; *Cognitive Processes; Curriculum Development; Educational Strategies; Heart Rate; *Holistic Approach; *Instructional Development; Language Impairments; Longitudinal Studies; Measures (Individuals); Neurology; Observation; Perceptual Motor Learning; *Piagetian Theory; *Severe Mental Retardation; Stimulation; Test Validity
IDENTIFIERS- *Cognitive Marker Natural Observational Tool

This paper reports on three studies within a 6-year longitudinal study which explored the use of Piagetian sensori-motor substages as a curriculum base for individuals with profound mental retardation (MR). In the first study, a simple observational inventory, the Cognitive Marker Natural Observational Tool (CM-NOT), was developed and evaluated with 20 caregivers, most with little formal education, who evaluated the cognitive skills and secondary processing differences in 38 individuals with profound MR. Caregivers were relatively successful in using the measure, as demonstrated by 86 percent agreement with earlier clinical assessments of the same individuals. The use of electroencephalographic (EEG) reports to analyze behavioral and language differences was the focus of the second study. Participants (n=31) with profound MR were assessed by caregivers using the CM-NOT and the results were compared with EEG reports. Areas of seizure activity matched predicted behavioral/language dysfunction 82 percent of the time. The third study showed that nine out of ten individuals with profound MR demonstrated an increase in pulse rate and behavior when in a highly stimulated environment. The report includes a chart of cognitive milestones for infants, illustrations of regions of the human brain and their functions, and a sample CM-NOT test form. (Contains 21 references.) (CR)

ED 398 706   EC 304 999

Farley, Tania Huff, Comp.
Assistive Technology in the Pacific: Symposium Proceedings. Leading the Challenge (San Diego, California, May 14-16, 1995) [and] Future Directions (Agana, Guam, December 3-6, 1995).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; *Assistive Devices (for Disabled); Attitude Change; Change Strategies; Compliance (Legal); Cultural Awareness; Databases; Data Collection; Delivery Systems; *Disabilities; Federal Programs; *Pacific Americans; Program Development; Program Evaluation; Strategic Planning; Systems Approach; *Technical Assistance; Technological Advancement; *Vocational Rehabilitation
IDENTIFIERS- *Pacific Islands; Rehabilitation Engineering

This monograph presents the proceedings of two symposia on assistive technology for people with disabilities in Hawaii, American Samoa, Guam, the Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands, and Palau. Following an overview, Sections 1 and 2 contain the presentations and discussions which took

1996. Intended for teachers of intensive English-as-a-Second-Language programs (IEPs), the issue contains the following articles: "The Inviolable Core of Intensive English Programs" (Fredricka L. Stoller); "Report from Baltimore: Ethical Issues for Intensive English Programs" (Judith M. Snoke); "Educational Tourism and the IEP: Incorporating Tourism Content" (Anita Kess); "Promoting Intercultural Friendship in the ESL Classroom" (Elisabeth Gareis); "Report on the University-Affiliated IEP National Database Project" (Rebecca Smith Murdock); "Evaluating Student Writing: One Scale or Two?" (Tay Leslie); "Campus Informants: Involving 'Experts' in IEP Acculturation Programs" (Andrew Macdonald, Gina Macdonald); "Predictable Problems: The Portuguese/Brazilian Student in the IEP Writing Program" (Raul Paiva); "Predictable Problems: The Russian Student in the IEP Program" (Paulina Bazin); "TESOL Accreditation of IEPs: Results of the Survey" (Bill Harshbarger); "IEP Administration: A Bibliography of Sources" (Mary F. Gawienowski); "Cultural Competencies in the EFL/ESL Classroom: A Report from TESOL '95" (Eli Hinkel); "Predictable Problems of Japanese Students: In-Group Belonging and Saving Face" (Kess); "Integrating Japanese Students into the ESL Classroom" (Ellen Kocher); "Proposed Intensive English Programs Employment Standards" (Len Fox); "Using 'True Friends' To Help Russian-Speaking ESL/EFL Students Learn English More Rapidly" (Bazin, Gina Macdonald); "What the World Needs Now: ESL Teachers and Technical Communication" (Emily Thrush); "Predictable Problems: Understanding French Student Reactions to ESL Programs" (Patrick Perrin, Lisbeth Philip); Ensuring French Student Participation in the ESL Classroom" (Ellen Kocher Plaisance); "Predictable Problems. Student Profiles: Chinese Students in the ESL Classroom" (Gareis, Nancy Heiges); "Experiencing Reality: University Class Observation for IEP Students" (Karen M. Heller, Gina Macdonald); "Designing and Implementing IEP Teaching Guides" (Elizabeth Byleen, Margaret Coffey, Susan Russell); "Classroom Exercises for Teaching Prepositions" (Plaisance); and "How Does Your Article Grow? From Idea to Publication" (Stephanie Vandrick). (MSE)

ED 398 724 FL 023 632

De Par en Par (Wide Open), 1995.
PUB DATE- 95
NOTE- 84p.; For 1994 issues, see FL 022 702.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Bilingual Education; *Childrens Games; Class Activities; Content Area Reading; *Educational Games; *Folk Culture; Foreign Countries; Foreign Language Periodicals; *Instructional Materials; Periodicals; Preschool Children; Preschool Education; Recreational Activities; *Spanish Speaking; Units of Study
IDENTIFIERS- Los Angeles Unified School District CA; *Spain

This document consists of two issues (1995) of a Spanish-Embassy publication to aid teachers of the Spanish language in elementary and middle schools, with classroom activities and lesson plans. Each issue is illustrated with photographs, maps, and drawings, and each concentrates on a particular topic. Issue number 8 concerns art; issue number 9 concerns folklore tales and legends. These issues include articles to read and activities such as drawing, playing, investigating, and thinking, to do. The back cover of each issue contains

PUB DATE- 94
NOTE- 16p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p110-24, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; *Interpersonal Communication; Japanese; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Native Speakers; *Pragmatics; Second Language Learning; Second Languages; *Sociocultural Patterns
IDENTIFIERS- Japan; Japanese People; *Questions; *Requests

This study investigated differences between communication norms in English and Japanese in a unique situation in which the speech acts of "asking for permission" and "requesting" merge. Focus was on the pair-verbs "borrow" and "lend." Subjects were 26 native speakers of English, mostly teachers, and 64 native speakers of Japanese, all university students learning English. Data were gathered using a discourse completion questionnaire consisting of scripted dialogues, analyzed for: (1) social distance between speaker and addressee (siblings, friends, teachers) and (2) the degree of imposition on the addressees (low, medium, high). Results indicate that most native speakers of English preferred asking for permission in most contexts, while the non-native speakers used requesting more often. Explicit instruction in native-like strategies in this context, including use of mitigation devices when appropriate, is recommended. Contains 15 references. (MSE)

ED 398 744 FL 024 046

Rees-Miller, Janie
American Students' Questioning Behavior and Its Implications for ESL.
PUB DATE- 94
NOTE- 22p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p125-45, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; College Students; Comparative Analysis; Discourse Analysis; *English (Second Language); *English for Academic Purposes; Foreign Students; Higher Education; Instructional Materials; Interpersonal Communication; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Native Speakers; *Pragmatics; Second Language Instruction; Syntax; Teacher Student Relationship
IDENTIFIERS- Discourse Markers; Politeness; *Questions

A study was conducted at an American university to collect data on how native English-speaking students asked questions in class. The data were analyzed for use of syntactic forms, formulaic expressions or prefatory comments, terms of address, functions fulfilled by the questions, and politeness markers. The results were then compared with the content of material published for use in English-as-a-Second-Language (ESL) instruction. The instructional materials revealed a lack of material addressing the specific function of asking questions of a professor in class. What little material did exist tended to stress one particular form or function that may not be representative of native speaker usage and behavior, and may not address the range of needs of foreign students at an American university. Some specific rules governing teacher-student communication are outlined for incorporation into ESL instruction. Contains 46 references. (Author/MSE) usually on the basis of the student's current occupational interest. One writing assignment is to report on the mentor experience, which includes a group breakfast and interview to be used as the basis for the paper. Analysis (with examples) of other students' writing revealed common features such as narrative about experiences shared by all students (classroom preparation, breakfast, telephone calls, interview), use of sensory details, and inclusion of personal feelings and impressions. It is concluded that in the Puente program, the relationship between program goals and text forms is emphasized, and writing assignments serve multiple purposes. In this case, the personal narrative both validates the past and helps students envision the future. Appended notes explain the Puente program. (MSE)

ED 398 765　　　　FL 024 075

Romski, Mary Ann; Sevcik, Rose A.
Breaking the Speech Barrier: Language Development through Augmented Means.
PUB DATE- 96
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Assistive Devices (for Disabled); Children; Elementary Secondary Education; *Input Output Devices; Instructional Effectiveness; Longitudinal Studies; *Mental Retardation; *Severe Disabilities; Skill Development; *Speech Instruction; Speech Skills

Reported here is a two-year study of the use of a speech-output communication device, coupled with naturalistic language intervention, to facilitate language development of school-age children with severe mental retardation. Subjects were 13 children. The first section (chapters 1-4) outlines a conceptual framework for the project, gives an overview of the project's foundations, emphasizing its roots in animal communication research, profiles the subjects and their communication skills, describes parent and teacher perspectives at the outset of the project, and explains the system for augmenting language (SAL) used here. The second part focuses on findings from the project, translation into practice, and future directions for research. Chapters 5 and 6 detail the language and communicative achievements in the areas of communicative use of the SAL and vocabulary mastery and gains. Chapter 7 looks at the patterns of participant achievement, describes domains of change that often elude quantitative measurement (e.g., community inclusion, perceptions of others), and compares the results of this group with others without SAL experience. A program designed to use these findings as a basis for practice is described in chapter 8, and research directions are discussed in chapter 9. Contents are indexed. References are included with each chapter. (MSE)

ED 398 766　　　　FL 024 079

Scollon, Ron
Indexing the Implied Reader of the Hong Kong Newspaper.
PUB DATE- 25 Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

(Contains 41 references.) (CK)

ED 398 783 HE 029 380

American Pluralism and the College Curriculum. Higher Education in a Diverse Democracy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 64p.; For related documents, see HE 029 377-382; for other American Commitments Policy Reports and Recommendations, see HE 029 378-379.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Curriculum; College Role; Critical Thinking; *Cultural Pluralism; Curriculum Development; Educational Objectives; *Educational Philosophy; Educational Trends; Futures (of Society); *Global Education; Group Discussion; Higher Education; Individual Differences; *Leadership Responsibility; Multicultural Education; Power Structure; Role of Education; Seminars; Social Attitudes; Social Change; Socioeconomic Influences; Western Civilization
IDENTIFIERS- *Diversity (Groups); Diversity Concept; *Socioeconomic Diversity

This document discusses higher education's current debate about emphasizing diversity in the curriculum as part of the academy's continuing engagement with the wider society and with fundamental societal questions. The introduction suggests that the academy stakes its claims to leadership and service on a continuous engagement with nonacademic issues whose outcome will significantly affect individual lives. Chapter 1 discusses the importance of paying attention to differences as certain differences correlate with differential power in American society. Chapter 2 discusses the place of multiculturalism in the college curriculum. Chapter 3 discusses the two predominant traditional curricular strategies--the dedicated course and development of critical thinking abilities--and discusses the shift from "Western Civilization" courses to the study of "World Cultures." Chapter 4 addresses inclusion of values of diversity and democracy in the college curriculum in a discussion of educational premises and curricular strategies. Chapter 5 presents curricular recommendations relating to study of: (1) one's own traditions; (2) American pluralism and justice; (3) experiences in justice seeking; and (4) multicultural and relational pluralism within the major. The concluding chapter issues an invitation to colleges around the country to discuss these recommendations in groups reflecting the range of American diversities. (Contains 16 references.) (CK)

ED 398 784 HE 029 381

Musil, Caryn McTighe; And Others
Diversity in Higher Education: A Work in Progress.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 79p.; For related documents, see HE 029 377-382; for other documents in "Diversity on Campus: Studies of Institutional Change" series, see HE 029 382.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; College Faculty; College

Columbia University; Milton Babbitt (1991) of Princeton University; D. W. Meinig (1992) of Syracuse University; and

Annemarie Schimmel (1993) of Harvard University and the University of Bonn (Germany). The lectures were conceived as an opportunity for self-reflection by senior humanists still active in their fields. Each lecturer reflects "on a lifetime of work as a scholar, on the motives, the chance determinations, the satisfactions (and the dissatisfactions) of the life of learning, to explore through one's own life the larger, institutional life of scholarship." An introductory section recounts the history of the lecture series and the creation of the current volume. (MSE)

ED 398 802 HE 029 399

Newby, Deborah, Ed.
Vehicle Safety. Managing Liability Series.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accidents; Administrative Policy; Air Pollution; Bus Drivers; Certification; College Administration; College Students; Compliance (Legal); Contracts; Discipline Policy; Drinking; Employment Qualifications; Equipment Maintenance; Federal Legislation; Higher Education; Information Sources; *Insurance; *Legal Responsibility; *Motor Vehicles; Recordkeeping; *Risk Management; *Safety; School Personnel; School Policy; *School Responsibility; Sleep

This monograph discusses the safety of vehicles owned, leased, maintained, and operated by colleges and universities. First, the risks by colleges and universities is discussed. First, the risks associated with college vehicles are outlined, including the liability that comes with staff/faculty and student drivers and such special concerns as driver licensing and testing requirements, alcohol use, drowsiness, and pollution and hazardous wastes. An accident scenario, notes on relevant case law, and some statistics are presented here. A second section addresses institutional management of risks in four areas: (1) policies and procedures (driver qualifications, driver training and testing, driver obligations, and motor vehicle records); (2) the vehicles (purchase and sale considerations, vehicle use policy, maintenance and inspections, vehicle and maintenance records, and accident management); (3) insurance needs (necessary coverage, coordination of insurance policies, rental car and leased vehicle concerns); and (4) special considerations such as contracts for transportation and limited liability for non-owned vehicles. Anecdotes concerning vehicle claims, motor vehicle fatality statistics, sample policy language, a list of driver obligations, driver training options, a vehicle liability checklist, notes on institutional record-keeping responsibilities, sample vehicle maintenance policies, a maintenance checklist, definitions of insurance terms, and a list of resources are also included in this section. (MSE)

ED 398 803 HE 029 401

Lassibille, Gerard
Towards a Standardized Definition of Educational Expenditure.

Trainee Selection System for New Technology Work Requirements and its application in an organization. "Effectiveness of Employee Selection Process for Large Group and Individual Hires" (Douglas R. Carr, Maria T. Hruby) reports on a review of components of an employee selection process that found a properly designed system is not affected by the number of employees assessed. "The Use of Pre-Hire Assessment Tools for Manufacturing Direct Labor" (August P. Bruehlman, Gary D. Geroy, Sheila Landfair Mueller) reports a study that found that high scores on applicant profile and work-related literacy tests may not be predictive of success. "A Critical HRD Issue: A Legally Defensible Job Analysis Using atCODAP" (James E. Sage, Tonette S. Rocco) describes the history of job analysis leading up to development of CODAP (comprehensive occupational data analysis programs) and a job analysis using atCODAP ("attached to" CODAP); it demonstrates CODAP's compliance with federal court guidelines. (YLB)

ED 398 368 CE 070 972

Workforce Issues Facing HRD.
PUB DATE- Mar 95
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Dislocated Workers; *Education Work Relationship; Employer Employee Relationship; *Employment Practices; *Ethics; Human Resources; *Intercultural Communication; Job Layoff; *Labor Force Development; Self Actualization; Work Attitudes

These four papers are from a symposium facilitated by Eugene Andette on work force issues facing human resources development (HRD) at the 1995 Academy of Human Resource Development conference. "Meaning Construction and Personal Transformation: Alternative Dimensions of Job Loss" (Terri A. Deems) reports a study conducted to explore the ways persons reconstruct their job loss experiences over time and how this construction manifests itself in terms of self-knowledge and change. "Earning a Living or Building a Life? Reinterpreting the Meaning of Work in the Practice of Workplace Education" (John M. Dirkx) explores the meaning of work as "right livelihood" and the implications of the idea that people live to work holds for workplace education. "An Examination of HRD Practitioners' Reasoning Regarding Ethical Dilemmas" (Kimberly S. McDonald) used focus group discussions to determine how HRD practitioners resolve ethical dilemmas; results indicated that the major factors influencing practitioners' reasoning including the corporate culture of the company in which they are employed and the context surrounding the ethical dilemma. "The Status of Intercultural Communication Training in Fortune 500 Industries" (Jean Rowe McFarland) showed that manufacturing sector organizations have a higher regard for intercultural communication training, have more international assignees, and are more likely to provide intercultural communication training than service sector organizations. (KC)

ED 398 369 CE 070 973

Change Process in Organizations in HRD .
PUB DATE- Mar 95

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 23p.; For a related document, see CE 072 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Attitudes; Educational Needs; Educational Quality; *Education Work Relationship; *Employer Attitudes; *Employment Practices; *Industrial Training; Labor Force; *Labor Force Development; National Surveys; Synthesis; Trend Analysis
IDENTIFIERS- Employer Surveys; *National Center on the Educ Quality Workforce

The National Center on the Educational Quality of the Workforce (EQW) completed its first analysis of data from the EQW National Employer Survey of 4,625 establishments that was conducted in conjunction with the Census Bureau to document the practices and expectations of employers in their search for a skilled work force and that elicited 3,347 responses (72% response rate). Among the main findings of the analysis were the following: (1) restructuring of the economy has not led to a deskilling of work; (2) the use of high-performance work systems among employers still remains the exception rather than the rule; (3) virtually all establishments (97%) make some investment in formal or informal (on-the-job) training; (4) on average, establishments consider just over 80% of their workers to be fully proficient in their current jobs; (5) there is little evidence that establishments are making significant investments in remedial training or basic education; (6) although employers consider years of schools and skills certificates when making hiring decisions, they pay little attention to measurements of school performance. (Appended are tables detailing the response rates of different groups of employers and the distribution of survey sample by industry and establishment size.) (MN)

ED 398 386 CE 072 142

Moore, Richard W.; And Others
Accounting for Training: An Analysis of the Outcomes of California Employment Training Panel Programs.
SPONS. AGENCY- California State Employment Training Panel, Sacramento.
PUB DATE- 5 Jul 95
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Cost Effectiveness; Economic Development; *Education Work Relationship; Employment Patterns; *Employment Programs; *Job Training; *Outcomes of Education; Program Effectiveness; Role of Education; Salary Wage Differentials; *State Programs
IDENTIFIERS- *California Employment Training Panel

The California Employment Training Panel (ETP), which was designed as a performance-driven training program, pays agencies for training provided only if the trainee is placed and retained in a related job for 90 days. The labor market experience of ETP trainees was tracked from 1989-90, 1990-91, and 1991-92 to measure the impact of ETP training on individual trainees through 1993 and to estimate ETP's impact on California's economy. In the most recent year of the study, the labor market experiences of ETP participants were compared to undergraduate nursing and midwifery programs; individual interviews with 129 lecturers, 54 students, 52 clinicians, and 47 program graduates; group interviews with 8 lecturers, 28 students, and 5 clinicians; and telephone interviews with 7 national policymakers and 7 course leaders. The study focused on the following: development/reform of undergraduate nursing/midwifery education; curriculum development/implementation; clinical learning resources/environments; student learning objectives and strategies; informal/formal monitoring of degree programs; student finances and part-time work; student roles in programs; and program outcomes. The study established that preregistration undergraduate programs in nursing and midwifery have maintained relatively low attrition rates and produced qualified graduates who have overwhelmingly gone into clinical practice. Principles/criteria determining the quality of the following aspects of undergraduate degree programs were identified: structuring the education process; avoiding unacceptable compromise; planning for/creating coherence; achieving quality, range, and relevance of learning experience; emphasizing educational dialogue; supporting critical reflection; and providing support for teaching staff and liaisons with clinical staff. (Thirteen tables/figures and 114 references are included.) (MN)

ED 398 404 CE 072 256

Pope, Rosemary; And Others
Identification of the Changing Educational Needs of Midwives in Developing New Dimensions of Care in a Variety of Settings and the Development of an Educational Package To Meet These Needs.
PUB DATE- 96
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Case Studies; Comparative Analysis; Curriculum Development; Educational Attitudes; *Educational Needs; Employee Attitudes; Employer Attitudes; *Employment Qualifications; Foreign Countries; National Surveys; Needs Assessment; *Obstetrics; *Open Education; Postsecondary Education; Questionnaires; Student Attitudes; Tables (Data); Work Attitudes
IDENTIFIERS- *England; *Nurse Midwives

The changing educational needs of midwives in England were assessed, and an open learning package for midwives was developed based on the findings. Data were collected from the following: questionnaires mailed to 1,100 registered midwives (70% response rate), all 205 coordinating supervisors of midwives in England (83% response rate); 1 randomly selected consultant obstetrician from each of England's 205 maternity units (58% response rate); one obstetric registrar from each of England's 196 maternity units employing obstetric registrars (46% response rate); national random sample of 250 general practitioners (65% response rate); case studies of 2 midwifery units across England and focus group interviews with midwives and managers at the units; interviews with a geographically and socially representative sample of 115 mothers served by midwifery clinics, and interviews with representatives of six national organizations involved in developing the nation's maternity service. The study findings were synthesized into an open learning package containing four units on relationships in practice and four on the context of midwifery care. Appended is an overview of the open learning package unit contents and a

(6) U.S. students spend fewer days in classrooms than most other students, but they spend more time in the classroom each day than in most other countries; (7) increased educational achievement increases earnings; and (8) corporations are investing more in educating and training employees. (KC)

ED 398 422 CE 072 289

Booth, Alison L., Ed.; Snower, Dennis J., Ed.
Acquiring Skills: Market Failures, Their Symptoms and Policy Responses.
PUB DATE- 96
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Apprenticeships; Developed Nations; Employment Patterns; Foreign Countries; Human Capital; *Job Skills; *Job Training; Labor Economics; *Labor Force Development; *Labor Market; Postsecondary Education; Public Policy; Technological Advancement; *Unemployment
IDENTIFIERS- Europe

This book provides a systematic account of the causes, consequences, and policy implications of failure in training provision and skills acquisition in the industrial world. "Introduction" (Alison L. Booth, Dennis J. Snower) summarizes the contents. "Transferable Training and Poaching Externalities" (Margaret Stevens) shows how firms' opportunities to poach trained employees generally leads to under-investment in skills. "Credit Constraints, Investment Externalities, and Growth" (Daron Acemoglu) focuses on market failures in skill acquisition arising from credit constraints and imperfectly competitive wage determination combined with complementarities between labor and capital. "Education and Matching Externalities" (Kenneth Burdett, Eric Smith) presents a coherent treatment of the simultaneous education, labor supply, and income determination processes. "Dynamic Competition for Market Share and the Failure of the Market for Skilled Labor" (David Ulph) examines the market failures in skill acquisition arising from the interaction between skills and innovative success. "The Low-Skill, Bad-Job Trap" (Dennis J. Snower) analyzes how a sector of the economy can fall into such a trap, characterized by a vicious cycle of low productivity, deficient training, and deficient skilled jobs. "Changes in the Relative Demand for Skills" (Stephen Machin) provides evidence of a large shift toward employment of skilled people at the expense of unskilled people. "Skill Shortages, Productivity Growth, and Wage Inflation" (Jonathan Haskel, Christopher Martin) provides empirical evidence on the effects of the skills gap on productivity growth and wage inflation. "Workforce Skills, Product Quality, and Economic Performance" (Geoff Mason et al.) provides some evidence of a "low-skill, bad-job trap" that could arise from the externalities generated by the creation of skills and skilled vacancies, the interaction between innovative performance and skills, and the complementarities between labor and capital. "Workforce Skills and Export Competitiveness" (Nicholas Oulton) considers the implications of skills gaps for export performance. "Market Failure and Government Failure in Skills Investment" (David Finegold) gives an overview of the salient failures that must be compared before policy prescriptions can be formulated. "Training Implications of Regulation Compliance and Business Cycles" (Alan Felstead, Francis Green) argues that training may do little to improve work force skills when it is undertaken in information about the full range of services related to finding employment, filing unemployment insurance claims, and accessing job training/education and assessment/counseling. As of February 1996, 54 states and jurisdictions had received one-stop system-building grants (including 16 implementation grants, 28 planning and development grants, and learning laboratory and system building project grants). The one-stop career centers that have been developed thus far reflect the national trend toward service integration as a strategy for implementing systemic change. Among the challenges facing developers/operators of one-stop career centers are the following: acquiring, installing, and operating the state-of-the-art technology required to function as information brokers; developing strategies for interagency collaboration and business involvement; and formulating strategies for assessing diverse training needs and sharing existing resources. Contains an annotated bibliography of 12 print resources and 2 resource organizations.) (MN)

ED 398 440   CE 072 331

Marr, Beth; And Others
Numeracy on the Line. Language Based Numeracy Activities for Adults.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- May 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Arithmetic; Calculators; Classroom Techniques; Decimal Fractions; Foreign Countries; Graphs; *Language Experience Approach; Learning Activities; *Literacy Education; Number Concepts; *Numeracy; Percentage; *Workplace Literacy
IDENTIFIERS- *Australia; *Automobile Industry

This document, which was developed to meet the needs of trainers and workers in Australia's automotive industry for learning activities designed to boost auto workers' numeracy skills, contains a total of 33 learning activities organized into 8 sections. The topics covered in the individual sections are as follows: calculators (key words and calculators, further practice); decimals (dials, gauges, and scales; decimal points; using sensible numbers; the first decimal place); percentages in daily life (familiar percentages, using calculators); percentages at work (lots of hundreds, faulty parts); charts and graphs (understanding charts, pumping petrol, types of charts, pie charts, plots); where to start solving a problem (ordering operations, using brackets, helpful rules); and what averages mean (using averaging to make predictions, distortion of averages, averages and ranges in workplace charts). Included in each section are the following: trainer's notes detailing procedures for introducing and using the different activities; activity sheets designed to introduce concepts and skills to groups using interactive, hands-on group discussion activities; practice sheets; and answers to all problems. Contains an annotated bibliography of 3 Australian resource organizations and 33 print resources concerned with adult literacy and numeracy. (MN)

ED 398 441   CE 072 332

findings were summarized and analyzed on national and world levels and used as a basis for formulating recommendations to national governments and ministries of labor and education regarding developing vocational/career guidance programs. Contains 25 references. Appended are the following: survey instrument; names/addresses of respondents from participating countries; and guidelines for career guidance programs. (MN)

ED 398 458 CE 072 400

Promotion of the Equal Access of Girls and Women to Technical and Vocational Education. Studies on Technical and Vocational Education 7.
PUB DATE- 96
NOTE- 256p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other documents in this series, see ED 391 949 and CE 072 395-399.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Career Guidance; Educational Discrimination; Educational Legislation; Educational Opportunities; Foreign Countries; Nondiscriminatory Education; *Nontraditional Occupations; Postsecondary Education; Secondary Education; Sex Discrimination; *Sex Fairness; Technical Education; *Vocational Education; *Womens Education

This monograph includes the final report of the International Expert Meeting on the Promotion of Equal Access of Girls and Women to Technical and Vocational Education (TVE) held in Seoul, Republic of Korea, and country discussion papers. The final report is composed of an introduction that proposes that many Member States require special measures to ensure genuine equality of opportunity for males and females; description of the opening ceremony; and "Synthesis of the Country Experience" that highlights patterns that emerged. "Discussion on the Major Issues" separates strategies for future actions into four areas: TVE aspects of general education; TVE and training as preparation for an occupation; TVE as continuing education; and employment and social environment. A "Statement for the Beijing Conference" is followed by a participant list. The 14 country discussion papers submitted by participants describe "Promotion of the Equal Access of Girls and Women to Technical and Vocational Education" in each country. The countries and authors are as follows: Botswana (Marianne Nganunu); Kenya (B. Wanjala Kerre); Australia (Miriam Daley); China (Yu Zu-Guang); India (Arun Mishra and others); Japan (Suzuko Oki); Malaysia (Maimunah Ismail); Republic of Korea (Young-Hwa Kim); Czech Republic (Fratisek Bartak); Germany (Helga Foster, Angelika Puhlmann); Sweden (Nils Friberg, Marianne Lindberg); Turkey (Saban Yildirim); Argentina (Irma C. Briasco); and Brazil (Sonia Ana Leszczynski). Appended is the paper, "Barriers to Participation of Women in Technological Education" (Karen Evans). Some chapters and the paper contain references. (YLB)

ED 398 459 CE 072 402

Convention on Technical and Vocational Education Adopted by the General Conference of UNESCO at Its Twenty-Fifth Session, Paris, 10 November 1989 = Convention sur l'enseignement technique et professionel adoptee par la Conference generale a sa vingt-cinquieme session, Paris, 10 novembre 1989.
PUB DATE- 10 Nov 89
NOTE- 16p.; Product of UNEVOC, the International Project on Technical and Vocational Education.

agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 477 CG 027 184

Satcher, Jamie; McGhee, Marcheta
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Idaho.
PUB DATE- Mar 95
NOTE- 13p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Idaho; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitaton in Idaho are the focus of this study. Because of the small population size, responses from counselors working in both the general (n=64) and blind (n=8) agencies were combined. Forty-two surveys were returned. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Affective commitment has been linked to superior performance as has normative commitment. Continuance commitment has been linked to less than ideal performance. As a group, Idaho's public rehabilitation counselors seem to be operating rather equally from all components of commitment. If Idaho's administration wishes to focus on reducing continuance commitment, they are referred to the results from the national sample which identifies behaviors predictive of affective and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 478 CG 027 185

McGhee, Marcheta; Satcher, Jamie
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Illinois.
PUB DATE- Apr 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

were 22 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 40 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to conduct extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Vermont's rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in the larger, national sample. The state's public rehabilitation agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 496   CG 027 203

Satcher, Jamie; McGnee, Marcheta
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Virginia (Blind).
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *Virginia

The job satisfaction and organizational commitment of rehabilitation counselors working in the public rehabilitation agency serving blind persons in Virginia are the focus of this study. Participants were 13 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 19 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Virginia's blind agency rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in the larger, national sample. Virginia's public rehabilitation agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

Howard-Hamilton, Mary F.; Williams, Vicki A.
Assessing the Environment for Women of Color in Student Affairs.
SPONS. AGENCY- Florida Univ., Gainesville. Office of Affirmative Action.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Career Ladders; *Ethnic Groups; Ethnic Studies; Higher Education; Hispanic Americans; *Organizational Climate; *Student Personnel Services; *Student Personnel Workers; *Women Administrators; *Work Environment
IDENTIFIERS- Environmental Comfort Scale

A growing research interest in the area of women in academic administration and the problem of the low number of women in administrative roles, particularly the underrepresentation of minority women, continues to be reported in studies of educational administration at all levels. In this study, women of color in administrative positions at public and private colleges and universities throughout the United States (N=106) were surveyed in order to investigate their career advancement patterns and their level of comfort within the university administrative environment. The career advancement patterns were measured by the Career Paths In Higher Education Administration Survey. The Environmental Comfort Scale was used to determine an individual's level of comfort in different personal and professional situations. Results indicate that the first position in which the women of color were hired is a significant factor for future environmental comfort. The overall findings are discussed along with suggestions for implementing and maintaining a high level of comfort for women of color in student affairs. One table presents data and statistical analysis. Contains 38 references. (TS)

ED 398 517 CG 027 315

Burnham-Smith, Denise
Counseling Men: The Effects of Gender Role.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Client Characteristics (Human Services); *Counseling Techniques; Counselor Characteristics; *Counselor Client Relationship; *Males; Mental Health; North American Culture; *Sex Role; *Sexual Identity

A client's gender role plays an important part in his or her life, emotional well being, and the therapeutic relationship. The process of male socialization begins early in a boy's life, typically with primary care givers. In North American culture, men are conditioned to disconnect from relationships, minimize emotional pain, and deal with problems individually. The gender role expectations and behaviors of men in North American culture are examined in an attempt to assist mental health professionals in becoming more aware of men's issues and their impact on the counseling process. Findings from the literature indicate the manner in which men learn to relate to others will affect the counseling relationship. The male style of relating and the "ideal" therapy patient are opposite in many ways. Thus, it is important for mental health professionals to become dominance of text than freshman females; and (5) seniors expressed themselves a bit more clearly and wrote more at length than freshmen. Findings suggest that differences between the sexes in reading responses exist. Ongoing research is examining why these differences exist. (Contains 28 references. Appendixes present data and the three short stories.) (RS)

ED 398 536 CS 012 551

Smith, Gail
Exploring Content Subject Literature in Literacy Method Courses.
PUB DATE- 17 Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; Childrens Literature; *Content Area Reading; Instructional Development; *Instructional Effectiveness; Journal Writing; Knowledge Base for Teaching; Literacy; *Methods Courses; Preservice Teacher Education; Process Education; *Reading Processes; *Teaching Methods
IDENTIFIERS- *Kidwatching; *Preservice Teachers; Webbing (Thematic)

Preservice teachers must see appropriate instruction in action; they must see content in conjunction with process. Content, process, and active student involvement are necessary for the creation of new cognitive structures that are congruent with the view that reading is an interactive-constructive process. Three types of literacy course assignments that reflect these beliefs are: "kidwatching" in both formal and informal settings; designing an activity that goes beyond merely reading and discussing a selection from a book; and journal writing to record reflections, ask questions, and share experiences. Thematic planning is another related activity, using a web approach. Many possibilities exist for including children's literature in active student-centered lessons while teaching the content and process of literacy acquisition. (Includes a list of books used in the author's literacy courses.) (CR)

ED 398 537 CS 012 552

Stahl, Norman A.; King, James R.
Preserving the Heritage of a Profession through Oral History Projects.
PUB DATE- Jul 96
NOTE- 18p.; Paper presented at the Annual Conference of the United Kingdom Reading Association (Newcastle, England, United Kingdom, July 4-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *Intellectual Disciplines; Interviews; *Literacy; *Oral History; *Reading Teachers
IDENTIFIERS- Historical Background; *United Kingdom

The legacy of reading professionals should be preserved through recollections, memories, or life stories of classroom reading teachers and university professors of reading education. The oral history project serves as the appropriate methodology for

IDENTIFIERS- Illinois (North); Stanford Achievement Tests

A study examined the use of the accelerated reader (AR) computer program to increase the reading comprehension scores on the Stanford Achievement Test (SAT) of sixth-grade students compared to the previous year when they did not use the program. The study reviewed results and methods from previous research regarding use of the AR program. Subjects for the study were 30 sixth-grade students from a rural farm community in north central Illinois. Raw scores of reading comprehension from the SAT administered each spring for each of the subjects were recorded from their fourth-, fifth-, and sixth-grade test results. The pretest and posttest group design was used to ascertain if there was a significant net gain in reading comprehension from the fifth-grade test (pretest) to the sixth-grade results (posttest) with the use of the AR program, as opposed to the raw scores of the fourth-grade (pretest) and fifth-grade posttest without the AR program. Results indicated that, after a year of exposure to the AR program, there was no statistically significant increase in reading comprehension scores from the fifth to the sixth grade. (Contains 3 tables of data and 12 references.) (CR)

ED 398 556 CS 012 574

McWhorter, Patti; Hudson-Ross, Sally

Student-Centered Literacy Instruction in High School: I Want To, but How? Instructional Resource No. 29.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 96

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)

DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Colonial History (United States); Content Area Reading; Content Area Writing; Higher Education; High Schools; *Instructional Innovation; *Literacy; Program Implementation; Reading Skills; *Student Centered Curriculum; *Teacher Education; Teacher Empowerment; Writing Skills

A high-school department chair and English teacher switched jobs with a university-based teacher educator. In this paper, they define their shared vision of student-centered learning, describe how to create a student-centered environment, explain how to implement student-centered activities, provide an example involving the colonial period in American literature, and provide a 23-item practitioner's reading bibliography to begin exploring the range of fields that helped shaped their ideas. The final unit plan developed by students for the colonial period research project is attached. (Author/RS)

ED 398 557 CS 012 575

Ediger, Marlow

Reading Instruction, Which Direction?

PUB DATE- 96

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060) about theory, or more appropriately, theorizing, problem-posing rather than problem-solving. In other words, the act of theorizing is more useful and meaningful when viewed and enacted as an activity that attempts to continuously interrogate and to suggest relationships and juxtapositions that complicate matters, rather than one that attempts to name, to fix, and to define boundaries. In the last 15 years, compositionists have engaged in dialogues that deal directly with issues of power and authority. As a means of fleshing out this concept, three issues relating to teacher power and authority can be examined. One issue looks at the giving away or taking back of teacher authority in the classroom. With the aim of liberatory pedagogies in mind, some compositionists devise practices that keep teachers from silencing students and instead help them to enhance the student's desire to write and think effectively. A second issue focuses on the relative powerlessness of compositionists within the academy. A third issue is more of a monologue than a dialogue--it consists of conservative criticism of writing instructors. If the participants in each of these three dialogues made references to the other two dialogues as a means of contextualizing their own, they would begin a process of thinking that could ultimately prove fruitful. (TB)

ED 398 576 CS 215 412

Lyons, A. Wendy
A Hybrid Genre for Embracing WAC Contraries.
PUB DATE- 27 Mar 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Higher Education; *Sciences; Student Needs; *Writing Across the Curriculum; *Writing Exercises
IDENTIFIERS- Cognitive Style Mapping; Genre Approach; *Science Writing; Scientific Thinking; *Writing to Learn

Most freshmen who have been introduced to the scientific report are unaware of its rhetorical complexities and problem-solving purpose. Instead, they experience the task of writing lab reports as a perfunctory recording of prescribed activities. In 1994 an instructor, faced with the taks of developing a writing across the curriculum (WAC) sequence for freshmen concurrently enrolled in Biology 101-102, devised a training tool that she called a "quasi-scientific report (QSR)" because it draws on the scientific method and report format without relying heavily on student or teacher expertise. The first application of QSR revolved around a psychological assessment tool called "cognitive style mapping." Students took a psychological test and were scored. Then, they wrote a report, including an introduction, method, results, and discussion sections, developing their own hypothesis about the psychological test. In a similar exercise, they compared a scientific report with a version of it published in a popular magazine. The pedagogical value of these exercises is significant in light of several pedagogical theories: (1) the exercises asked the students to employ the kind of critical thinking integral to scientific inquiry; (2) they help students to learn to play what Peter

IDENTIFIERS- *Design Notebooks; University of Wisconsin Milwaukee; Writing Contexts; *Writing Thinking Relationship; Writing to Learn

An architecture design studio classroom is a community. The myth of the solitary student is destroyed by the very structure of the classroom: students can use the room at any time, students share their works-in-progress and final products with the class, and the class is a congenial and informal mix of discussion, comments, critiques, and encouragement. It is where architects learn to think like architects. For an instructor who spent 2 years as a writing across the curriculum (WAC) consultant at the University of Wisconsin-Milwaukee's School of Architecture, this studio was the most important place for writing in architecture education. Studios are "visual" but not wordless. A typical sketchbook--which every student keeps--helps students visualize ideas, but the addition of a design notebook can make the design process explicit and tangible for students, and allow them the space to develop their own creative sensibility. A directed design notebook asks students to take risks and question their process, since there are few models to show students of an architect thinking through writing. The structure and atmosphere of the studio classroom makes it a fertile place for a writing-to-learn activity. (NKA)

ED 398 594 CS 215 449

Richardson, Suzanne; Ruane, Dana
Improving Student Writing Readiness Skills in the Kindergarten Classroom.
PUB DATE- 30 Apr 96
NOTE- 91p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Childrens Writing; Instructional Improvement; Invented Spelling; Journal Writing; *Kindergarten; Parent Participation; Primary Education; Writing Apprehension; Writing Attitudes; Writing Instruction; *Writing Processes; *Writing Readiness; *Writing Strategies
IDENTIFIERS- Illinois (Chicago Suburbs)

A project developed a program for improving writing readiness skills. The targeted population consisted of 37 kindergarten students in an upper middle class southwest Chicago (Illinois) suburb. The need for writing readiness skills was documented through writing observation checklists, anecdotal records, writing portfolios, and diagnostic tests. Analysis of probable cause data revealed that the subjects' prior experiences in writing overemphasized isolated skills, resulting in apprehension towards taking risks in the writing process, and concern over the effectiveness of invented spelling impacted the kindergarten writing process. Reviews of curricular content and instructional strategies revealed less curricular emphasis on writing skills at the kindergarten level. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: (1) a journal writing program; (2) a home writing and parent education program; and (3) the implementation of independent literacy activities promoting free exploration. Results from post-intervention data indicated an increase in subjects' writing readiness abilities, an improvement in the level of interest and a decrease in apprehension towards taking risks during the writing process. Findings suggested more parental focusing on media bias and making a case for the media's habit of "paying more attention to fluff than substance." The paper then discusses political advertising, especially the "negative advertising" so often practiced in political commercials on television. Noting the need for those who follow the media on politics to "think reflectively," the paper concludes by offering nine class exercises that should help in thinking critically, including: keeping a media log; studying the agenda setting function of media; demonstrating the corporate nature of today's media; demonstrating what sources of authority are cited in news stories; and demonstrating how media "represent" social reality. (NKA)

ED 398 613   CS 509 309

Bedore, Joan M.
Prisons as Organizational Cultures: A Literature Review of a Vastly Unexplored Organizational Communication Setting.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Sooner Communication Conference (Norman, OK, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Correctional Institutions; *Correctional Rehabilitation; *Organizational Climate; Organizational Communication; *Prisoners; *Recidivism; Rehabilitation Programs; Socialization; Training
IDENTIFIERS- Communication Behavior; Interpretive Research; *Organizational Culture; Organizational Research; Research Suggestions

This literature review examines prisons as organizations and prisons as cultures, for as J. M. Shafritz and J. S. Ott (1992) point out, "a strong organizational culture literally controls organizational behavior." The review investigates the research of prison, organizational, and communication scholars to see how prison cultures shape inmate behavior and inhibit an inmate's desire to rehabilitate. An interpretive stance was taken with the literature review, since this was seen as an approach that could explain and critique the subjective and shared meanings that constitute reality. The research examined, however, has not explained why prison cultures form; most of the research on prison cultures looks at some aspect of socialization or the use of socialized roles. Strong negative attitudes against training in general are evident, and it is not difficult to imagine why some training programs in prisons fail miserably. Further study should be undertaken on prison cultures because a better understanding of inmate behavior could result in lower recidivism rates. However, there seem to be many prison-related "cultural" barriers that hinder rehabilitative efforts. Future research could identify and explain these barriers to help lower their negative effect on the desire to rehabilitate. An interpretive approach coupled with more quantitative methods will strengthen the value of the results. (Contains 32 references.) (NKA)

ED 398 614   CS 509 311

Bedore, Joan M.
Warning: This Television Advertisement May Be Hazardous to Your Self-Concept.
PUB DATE- Apr 92

PUB DATE- 9 Oct 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discipline Problems; Elementary Secondary Education; Guidelines; Records (Forms); *Records Management; *School Safety; Security Personnel; State Standards; *Suspension
IDENTIFIERS- *New York City Board of Education

The New York State Board of Education's Division of School Safety is responsible for maintaining a safe and secure environment to ensure that schools are free from disruption. This report presents findings of an audit that investigated whether the division's incident reporting system database accurately captured all school safety incidents that occurred at board schools. The audit compared student suspension information for the last four months of 1994 from the board's Office of Student Information Services (OSIS) to the division's database to see if the division database reflected all school safety incidents that resulted in suspensions at the seven schools with the most suspensions. Findings indicate that the 1994-95 midyear report presented by the board to the public was misleading because it understated the extent of school safety incidents that actually occurred in schools. Principals reported only a small portion of the school safety incidents that resulted from student suspensions; the percentage of reported incidents ranged from 4 to 35 percent. Six recommendations are included. The board disagreed with the report's conclusion that the reporting problems were systemic. The appendix contains a list of contributors. Two figures and four tables are included. (LMI)

ED 398 633 EA 027 796

New York City Board of Education Division of School Facilities: Repairs and Maintenance Program Needs To Be Accelerated To Alleviate the Disrepair in City Schools, Report No. A-18-93.
PUB DATE- 14 Feb 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asbestos; *Educational Facilities; *Educational Facilities Improvement; Efficiency; Elementary Secondary Education; *Facility Improvement; *Public Schools; Records Management; *School Buildings; *School Maintenance; *Urban Schools
IDENTIFIERS- *New York City Board of Education

The New York City Board of Education's Division of School Facilities (DSF) is responsible for the repairs and maintenance of all public schools and other board facilities. This report contains findings of an audit conducted by the Office of the State Comptroller of the DSF's Repair and Maintenance Program. The audit focused on the DSF's efforts to make needed repairs in a timely manner and its efforts to correct code violations issued to it by the Fire Department and the Department of Buildings. The auditors analyzed information regarding outstanding work orders as of July 1993, visited 12 schools, and reviewed the code violations cited for the 12 schools. A separate sample of schools was used to assess the extent of asbestos-abatement work. The audit found that DSF's tardiness in completing work contributed to the deterioration of physical conditions in New York City's schools. Additionally, many schools still contained asbestos 2-4 years after the problems inflation). Definitions of terms, 2 figures, and 4 tables are included. (LMI)

ED 398 652 EA 027 831

School Facilities: Profiles of School Condition by State. Report to Congressional Requesters.
PUB DATE- Jun 96
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Design Requirements; Disabilities; *Educational Environment; *Educational Facilities; *Educational Facilities Improvement; Educational Facilities Planning; Educational Finance; Elementary Secondary Education; Financial Support; Hazardous Materials; Public Schools; *School Buildings; School Maintenance; State Aid; *State Standards

The last in a series of General Accounting Office (GAO) reports that present a comprehensive review of the conditions of America's school facilities, this report organizes state-level information gathered from GAO work on school facilities into individual profiles for the 50 states and the District of Columbia. The report presents new information about the roles that individual states play in support of school facilities. Each profile describes the financial and technical assistance provided by each state as well as the facilities information collected and maintained by that state. Each profile also presents the following state-specific results from the GAO's 1994 survey of school facilities previously not available in a state-by-state format: the condition of school buildings and building features; the adequacy of environmental conditions; the extent to which facilities are meeting the functional requirements of education reform and technology; the reported range of amounts needed to bring schools into good overall condition; and the money needed to address federal mandates for managing and correcting environmental hazards and providing access to programs for the disabled. Data were obtained through two separate collection efforts: a 1994 survey of school-building conditions that elicited self-reports from officials at approximately 10,000 schools; and telephone interviews conducted in 1995 with state education agency officials in all 50 states. Appendices contain a guide for reading the profiles, a copy of the school survey, methodological notes, and 50 state profiles. (LMI)

ED 398 653 EA 027 833

Goertz, Margaret E.; And Others
The Bumpy Road to Education Reform. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Case Studies; Curriculum Design; *Educational Assessment; *Educational Policy; Elementary Secondary Education; Equal Education; Politics of

NOTE- 27p.; For related documents, see EC 304 962-966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Behavior Disorders; *Dropout Prevention; Emotional Disturbances; Federal Programs; *High Risk Students; Hispanic Americans; *Intervention; Junior High Schools; Learning Disabilities; Middle Schools; Program Effectiveness; Program Evaluation; Student Development; Teamwork
IDENTIFIERS- ABC Projects

This report summarizes the findings of three 5-year federally financed dropout prevention programs for high risk students and their families known as the ABC programs: ALAS (Achievement for Latinos through Academic Success), the Belief Academy, and Check & Connect. The information is based on a comprehensive report called "Staying in School: A Technical Report of Three Dropout Prevention Projects for Middle School Students with Learning and Emotional Disabilities." Information is provided on who the youth are and why they are at risk of dropping out, what works in preventing dropout, and how to tell if an intervention works. Five interrelated intervention elements that have been demonstrated to be effective in assisting youth to stay in school are discussed. These are: monitoring; relationships; affiliation; problem solving; and persistence, continuity, and consistency. Evidence of the effectiveness of the programs is provided and graphed using measures such as enrollment in school, academic performance, progress towards graduation, attendance, problem behaviors, and satisfaction. Among recommendations to school administrators are the following: develop a system to monitor student progress toward graduation; form a team of stakeholders to develop intervention strategies for high-risk students; and establish a systematic way to measure the effectiveness of interventions. Appendices include a description of the three ABC projects and a further explanation of the data used. (CR)

ED 398 672 EC 304 964

Edgar, Eugene; Johnson, Ernest
Relationship Building & Affiliation Activities in School-Based Dropout Prevention Programs: Rationale & Recommendations for Action. ABC Dropout Prevention and Intervention Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 21p.; For related documents, see EC 304 962-966.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Affiliation Need; Attachment Behavior; Behavior Disorders; Change Strategies; Discipline; *Dropout Prevention; Emotional Development; *Emotional Disturbances; Extracurricular Activities; Federal Programs; High Risk Students; High Schools; Hispanic Americans; Intervention; Junior High Schools; *Learning Disabilities; Middle Schools; *Program Development; *Student Adjustment; Student Development; Student Participation; Student School Relationship
IDENTIFIERS- ABC Projects

Based on the findings of three federally financed dropout and voice disorders; (5) speech and speech disorders; and (6)

language and language impairments. Appendices include the text of Public Law 100-553 and a list of participants on panels addressing the different areas. (DB)

ED 398 690 EC 304 982

Weisenfreund, Anat
"The Infant's Body": A Study of Normal Development, 0-2 Months, and Its Application to Early Intervention with Drug-Exposed Infants in a Neonatal Intensive Care Unit.
PUB DATE- May 95
NOTE- 159p.; Master's Thesis, Bank Street College of Education. Paper presented at the Annual Bank Street College Infancy Institute (9th, New York, NY, June 26-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Cultural Influences; Disabilities; Early Intervention; Emotional Development; Hospitalized Children; *Infant Behavior; Infant Care; Infants; Neonates; Neurological Impairments; *Prenatal Drug Exposure; *Prenatal Influences; *Special Health Problems
IDENTIFIERS- *Neonatal Intensive Care Units

This thesis discusses normal principles of infant development during the first 2 to 3 months of life and applies these principles to the provision of services to drug-exposed infants. Emphasis is on the infant as an active and interactive participant in his/her own development, the primacy of the body during this early developmental period, and the interrelatedness of physical experience and emotional development. Chapter 1 examines underlying assumptions of the infant's basic nature. Cultural assumptions are discussed as is the infant's capacity for subjective experience. Chapter 2 outlines key principles and processes of normal development and provides information on neurobehavioral organization and the organizational model. Chapter 3 evaluates the emotional development and subjective experience of the infant. The infant's achievement of basic trust, ego integration, and the "coming into being" of the infant's true self is discussed. Chapter 4 provides information on the medical and neurobehavioral effects of intrauterine drug exposure. Also discussed is how various environmental variables impact development of hospitalized infants. Chapter 5 describes a hospital-based early intervention program which stressed that effective clinical interventions with very young drug-exposed infants should be based on normal development. (Contains over 100 references.) (Author/CR)

ED 398 691 EC 304 983

Learning To Read, Reading To Learn: Helping Children with Learning Disabilities To Succeed. Information Kit.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

place during the two symposia. Issues addressed in the

presentations include: a description of the Technical Assistance Project of the Rehabilitation Engineering Society of North America, including information on systems change, strategies for data collect[illegible]d utilization, collaboration, and attitudes of providers, [illegible]ing protocols of the National Institute on Disability and Rehabilitation Research for State Tech Act Projects; jurisdiction presentations; practical applications of database management; practical applications of assistive technology, including information on Pacific Basin strategic planning for assistive technology; the status of assistive technology in the Pacific; local adaptations for assistive technology; telestaffing applications and demonstrations; and practices in assistive technology in the Pacific region. A composite of the Jurisdiction Action Plans for the seven Pacific jurisdictions is provided. Section 3, on outcomes and commitments, offers an epilogue containing jurisdictional updates. Symposia agendas, participant lists, and symposium evaluation and demographic data are attached. (CR)

ED 398 707 EC 305 000

Searl, Julia, Comp.
Community Integration Policy and Practice Abstracts.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Child Abuse; Communication Skills; *Community Programs; Cultural Awareness; *Developmental Disabilities; Educational Policy; Education Work Relationship; Employment; Empowerment; Family Needs; Financial Support; Health Maintenance Organizations; Housing; *Inclusive Schools; Institutions; Interpersonal Competence; Intervention; *Policy Analysis; Quality Control; Resource Materials; Self Determination; Sexual Abuse; Sexuality; *Social Integration; Supported Employment; Trend Analysis; Vocational Rehabilitation
IDENTIFIERS- Facilitated Communication

This compilation of 126 abstracts features journal articles on the community integration of individuals with developmental disabilities. Articles were selected based on their relevance to policy and practice. Research articles were included if they had a strong applied emphasis. Articles were originally published from 1988 to 1996 and are grouped into the following areas, with the number of articles in parentheses: abuse (4), communication--social relationships (2), community and supported living (6), criminal justice (1 article and 8 commentaries), inclusive education (9), education--policies (3), employment (10), facilitated communication (16), families (6), funding (5), health care (2), institutional closure (2), leisure (3), multicultural issues (5), national trends (8), philosophy/ideology (4), policy (10), quality assurance (5), self-determination (7), social relationships (4), and transition to adulthood (7). Each entry provides the author's name, title of the article and journal, and a brief non-evaluative summary of the article. (CR)

ED 398 708 EC 305 001

information on scholarships and courses for teachers of

Spanish. (NAV)

ED 398 725 FL 023 740

Lam Yuen-kwan, Wendy
How Sustainable Are In-Service Teacher Training Courses?
PUB DATE- Mar 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Curriculum Development; Educational Change; *English (Second Language); Foreign Countries; *Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; Language Proficiency; *Language Teachers; *Relevance (Education); Secondary Education; Secondary School Teachers
IDENTIFIERS- Hong Kong

A study investigated the relevance and usefulness of inservice teacher training courses once the teacher returned to the classroom. Subjects were 207 participants in a course for secondary school teachers of English as a Second Language in Hong Kong. The course has two emphases: language proficiency improvement and curriculum development. Subjects were surveyed at course's end on such aspects as overall course usefulness, relevance of individual course components, balance in time for different components, and balance in modes of learning. They were surveyed again 6 months later concerning overall course usefulness to daily work, extent to which course aims and objectives could help participants in their work, course aspects considered most useful, and changes in teaching resulting from participation. Analysis of the results indicates that (1) the course aspects perceived as useful are those with direct relevance to teachers' work after returning to school, (2) school-based work is an indispensable component to teacher education courses that aim at sustaining professional development after course completion, and (3) ideas most likely to be implemented in the classroom are those lending themselves most easily continuation and adaptation after the course, catering to students' needs, and helping teachers put theory into practice. (MSE)

ED 398 726 FL 023 918

Kangli, Ji
Cohesion, Script, and Note-Taking in Consecutive Interpretation.
PUB DATE- Jul 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coherence; *Discourse Analysis; Foreign Countries; *Interpretive Skills; Listening Comprehension; Listening Skills; *Memory; *Notetaking; Skill Development; *Translation

The role of cohesion and script in note-taking for consecutive

ED 398 745 FL 024 047

He, Agnes Weiyun
Constructing Facts and Stances through Voicing: Cases from Student-Counselor Interaction.
PUB DATE- 94
NOTE- 18p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p147-62, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Client Relationship; *Counselor Role; Help Seeking; Higher Education; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; Power Structure; *Pragmatics; Problem Solving; Student Behavior
IDENTIFIERS- *Voicing

Drawing data from academic counseling encounters in one university, a study examined the practice of invoking others' voices as displays of how the participants have come to know about some particular information, and of their stances toward what they report. The study focused on voicing and its associated linguistic features in several different topical and sequential contexts: presenting problems, solving problems, seeking a second opinion, and establishing authority and credibility. Data were gathered by recording and analyzing 11 counseling sessions. Results suggest that invoking others' voices enables students to orient the counselor to the problem at hand, impose a strong interactional demand for the counselor to address the problem, and elicit a second assessment from the counselor. While pressing the students for the sources of information about university rules and requirements, the counselors themselves freely appropriate and superimpose the "voice" of the institution. Placements of voicing and the respective modal/temporal choices in the reporting and commentary show that speakers' construction of a past interaction embodies not only a reflection of his/her version of the interaction itself, but also embodies stances consequential for the here and now. Contains 18 references. (Author/MSE)

ED 398 746 FL 024 048

Hinkel, Eli
Topic Appropriateness in Cross-Cultural Social Conversations.
PUB DATE- 94
NOTE- 18p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p164-79, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arabic; Chinese; College Students; Comparative Analysis; Higher Education; Indonesian; *Intercultural Communication; Interpersonal Competence; Japanese; Korean; Language Research; Linguistic Theory; Native Speakers; *Pragmatics; *Second Languages; *Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Conversational Management; *Nonnative Speakers

A group of university students consisting of native speakers of Chinese (n=63), Japanese (n=33), Korean (n=21), Indonesian (n=20), and Arabic (n=13) with relatively extensive exposure to the American university environment and a control group of 20 native English-speakers were asked to rank the social

Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audience Analysis; *Cultural Context; Cultural Pluralism; Discourse Analysis; Foreign Countries; Journalism; Language Styles; *Newspapers; *News Writing; *Political Influences; *Reader Response; *Reader Text Relationship; Role Perception

IDENTIFIERS- *Hong Kong

A study analyzed the discourse in a variety of Hong Kong newspapers to assess how an individual takes on the role of reader in relation to the rather complex public discourse of a daily newspaper, particularly in a multicultural, politically charged context. Four categories of newspaper (Hong Kong English, Hong Kong Chinese, non-Hong Kong Chinese, international) and their characteristics of format and distribution, particularly as they relate to the point of sale, are outlined. The writing styles and news values of a single story are examined across publications for evidence that a particular buyer/reader is implied in them. It is concluded that while each of the variety of formats and styles is significant for some aspect of the social construction of the identities of the newsmakers, journalists, and readers, there is no single configuration that can be associated with any particular linguistic, cultural, geographical, or ideological position. It is further suggested that an essential aspect of the Hong Kong newspaper reader is that he be considered neither Chinese nor foreign, neither at home nor away, neither insider nor outsider to international public discourse, but be adept at taking on and casting off multiple discourse-specific identities. Contains 17 references. (MSE)

ED 398 767 FL 024 081

Thonus, Terese

Tutors as Male and Female: Gendered Language in Writing Conferences.

PUB DATE- Mar 96

NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; Comparative Analysis; Discourse Analysis; Graduate Students; Higher Education; *Language Styles; Persuasive Discourse; *Pragmatics; Role Perception; *Sex Differences; Teacher Role; Teacher Student Relationship; *Tutors; Writing Instruction

IDENTIFIERS- *Teacher Talk; *Turn Taking

A study investigated whether male and female tutors, as institutional representatives, use the same pragmatic features in their language. Ten graduate-student writing tutors, five male and five female, were recorded in sessions with both male and female students at a university writing center. Transcripts were analyzed for turn transition type (latch, pause, interruption), time at talk (mean number of words per turn), frequency of suggestions (mean suggestions per turn), suggestion type selected (indirect, interrogative, first-person modal, second-person modal, imperative), and mitigation strategy (mitigated vs. unmitigated). Results indicate that female time at talk was greater, female tutors used interruption more often for turn transition, made somewhat more

Students; *Context Effect; Cultural Pluralism; *Curriculum
Design; Curriculum Development; *Diversity (Institutional);

*Educational Planning; Faculty Development; Financial Support;
*Grants; *Higher Education; Long Range Planning; Resource
Allocation; Student Participation
IDENTIFIERS- Consensus; *Diversity (Groups)

This report examines the lessons emerging from the experiences of 19 residential colleges and universities that received grants as part of the Ford Foundations's Campus Diversity Initiative to implement institutional change with regards to the issue of inequalities and exclusions existing in the nation and on its campuses. After an introductory chapter, chapter 2 focuses on the social context of diversity within the community and on college campuses. Chapter 3 discusses diversity initiatives at the 19 institutions focusing on faculty and curriculum development, student-oriented projects, and research and resource development. Chapter 4 examines the institutionalization of project goals and planning, networking, and program assessment. Chapter 5 summarizes lessons learned by the institutions concerning: consensus building; maximizing the impact of a grant; structuring the grant; engaging faculty; rethinking the curriculum; securing financial and administrative support; and involving student affairs in diversity efforts. Chapter 6 discuses the implications for the next generation of diversity projects. (Contains 17 references.) (CK)

ED 398 785 HE 029 382

Smith, Daryl G.
Achieving Faculty Diversity. Debunking the Myths.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Spencer
Foundation, Chicago, Ill.
PUB DATE- 96
NOTE- 154p.; For related documents, see HE 029 377-382; for other
documents in "Diversity on Campus: Studies of Institutional
Change" series, see HE 029 381.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *College
Faculty; Doctoral Degrees; *Employment Opportunities; Ethnic
Studies; Faculty Recruitment; Fellowships; Higher Education;
Hispanic Americans; Humanities Instruction; Interviews; Job
Applicants; *Labor Market; *Minority Group Teachers; Science
Instruction; Social Studies; Teacher Supply and Demand;
Telephone Surveys; Whites
IDENTIFIERS- *Diversity (Faculty)

This study examined the reality of the experience of the labor market for new college faculty, especially faculty of color, and identified common myths in the academic labor market. Recipients (n=298) of prestigious graduate fellowships who had received their Ph.D.s since 1989 participated in telephone interviews about their job market experiences. Subjects included African Americans (26 percent), Asians and Pacific Islanders (4 percent), whites (35 percent), Latinos (32 percent), and American Indians (3 percent). Approximately half were women. Fields of study included the humanities, social sciences, sciences, education, and ethnic/gender studies. The study identified eight prototypes differentiated by the degree of employment choice and type of employment ultimately accepted. Most subjects, regardless of race or gender, were appointed to regular faculty positions (70 percent) or to

Statistical Reports and Studies, No. 34.
PUB DATE- 94

NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Comparative Education; Data Collection; Definitions; *Educational Finance; Expenditures; Foreign Countries; Government Role; Higher Education; Private Financial Support; Questionnaires; Standards; Tables (Data)
IDENTIFIERS- *UNESCO

This document is an inventory of public and private educational expenditure from an international perspective and sets out the concepts, definitions and procedures useful in accounting for educational expenditure. The monograph defines the field within which expenditure is to be observed; details the necessary expenditure data to be collected from public and private authorities; indicates the classification of expenditure used in each case; and applies the concepts discussed above to the information which a United Nations Educational, Scientific, and Cultural Organization (UNESCO) questionnaire seeks to obtain. The document covers the following topics: the field of observation by expenditure, including public institutions, private, non-profit institutions, and private institutions; expenditure by public authorities on educational and ancillary activities; current and capital expenditures by public authorities, as well as loans net of repayments, and total expenditure; expenditure by private authorities, including households and enterprises; resources and expenditures of private institutions; use of the collected data; and seven tables detailing classification of public and private educational expenditures and resources as well as a definition of the information requested in the UNESCO questionnaire. (CK)

ED 398 804   HE 029 402

de Wit, Hans, Ed.
Strategies for the Internationalisation of Higher Education. A Comparative Study of Australia, Canada, Europe and the United States of America.
PUB DATE- Sep 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Administrative Organization; *Change Strategies; *Comparative Education; Context Effect; Course Content; Educational History; *Educational Objectives; Educational Trends; Foreign Countries; *Global Approach; Higher Education; Institutional Role; *Policy Formation; Seminars; Teaching Methods; Trend Analysis
IDENTIFIERS- *Australia; Canada; *Europe; United States

This document reports on a project focusing on the development of strategies by institutions of higher education for greater internationalization and reformulation of the missions of teaching, research and service. It summarizes the conceptual and regional aspects of strategies of internationalization resulting from workshops and discussions held at a 1994 seminar. The five chapters are: (1) "Strategies for Internationalisation of Higher Education: Historical and

NOTE- 38p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Change Agents; Dislocated Workers; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Employment Practices; Ethics; Human Resources; *Interpersonal Communication; *Labor Force Development; On the Job Training; *Organizational Change; Self Actualization; *Total Quality Management; Work Attitudes

These four papers are from a symposium that was facilitated by Toni Powell on the change process in organizations at the 1995 Academy of Human Resource Development (HRD) conference. "The Effectiveness of Change Agents as Affected by Strategic Interactions" (Marie A. George) explores the nature of strategic interactions exhibited by a chief executive officer towards designated internal change agents within several subsidiary organizations, including a hospital, long-term care facility, and home health agency. "TQM (Total Quality Management) Binds: Failed Quality Initiatives" (Tom J. Shindell, Garry L. McDaniel) analyzes two case studies to illustrate paradoxes in TQM implementation and suggests strategies to avoid them. "The Implications of Delay in the Organizational Change Process" (Jenny Auger Maw) is an exploratory study showing that productivity and morale were negatively affected by responses to delay in organizational change at executive, manager, and employee levels and suggesting proactive planning and clear, open communications as two key ingredients to the successful management of delay in the organizational change process. "Journey from Satisfaction to Performance: Becoming a World-Class HRD Business Partner" (Timothy R. McClernon) presents an overview of the transition of the training department of a large national health care company from a traditional role as a training and development support function to a human resource development process measured by actual business impact. (KC)

ED 398 370 CE 070 974

Financial Analysis of HRD.
PUB DATE- Mar 95
NOTE- 38p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Cost Effectiveness; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Ethics; Foreign Countries; Human Resources; *Labor Force Development; *On the Job Training; *Outcomes of Education; Self Actualization; Values; Work Attitudes
IDENTIFIERS- Netherlands; *Return on Investment

These five papers are from a symposium facilitated by Ronald L. Jacobs on financial analysis of human resource development (HRD) at the 1995 Academy of Human Resource Development conference. "Return on Investment--Beyond the Four Levels!" (Jack J. Phillips) offers a modification of the Kirkpatrick model of evaluation for HRD in cost-benefit analysis.

those of a group of 130,000 randomly selected California workers. Among the study's major conclusions were the following: (1) increased employment stability is a major benefit of ETP training; (2) ETP trainees who complete the program have larger earnings increases than either program dropouts or workers in the control group; (3) the training provided to ETP's 1991-92 trainees resulted in a total economic gain of more than $202 million while costing California only approximately $35 million; and (4) during the 3 years studied, ETP seemed to shift its emphasis from nonbasic service industries to greater investment in basic industries. Contains 50 figures and 8 tables. Appended are tables detailing training characteristics and multipliers used in the analysis.) (MN)

ED 398 387 CE 072 143

Horticulture. Tech Prep Competency Profile.
PUB DATE- Mar 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Associate Degrees; Basic Skills; Competence; *Competency Based Education; Employment Qualifications; High Schools; *Horticulture; Job Skills; Lifelong Learning; Occupational Clusters; Off Farm Agricultural Occupations; On the Job Training; *Statewide Planning; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Ohio

This tech prep competency profile (TCP), which was developed by a consortium of Ohio educators and business/industry representatives, lists the competencies that have been identified as necessary for employment in the following occupations: nursery technician; golf course superintendent; landscape designer/manager; lawn care specialist; tree care maintenance; floral design/manager; and greenhouse technician. Presented first are the following: overview of the three-part TCP process used to identify the competencies and lists of participants; occupational definitions of the horticulture technologies cluster; and horticulture technologies cluster tech prep competency matrix. Next, the tech prep competencies identified are listed by the following categories: communications literacy; mathematics literacy; science literacy; technology literacy; employability skills; professionalism; teamwork; computer literacy; problem analysis; basic accounting; basic economic and business principles; supervision; workplace safety; horticulture fundamentals; sales and marketing; daily management tasks; plant health care; equipment maintenance; landscape technology; turf and landscape operations; irrigation and drainage; landscape design; drafting technology; arboriculture; landscape construction; Computer Aided Design and Drafting (CADD) fundamentals; golf course operations; turfgrass management for golf courses; nursery operations; floral design; and greenhouse management. Competencies to be developed at the following grade/program levels are included: grade 10, grade 12, associate degree program, worksite training, and lifelong learning. (MN)

ED 398 388 CE 072 153

Specification for Qualification and Certification for Entry Level Welders.
SPONS. AGENCY- Department of Education, Washington, DC.

list of individuals involved in developing the open learning package. (The report includes 106 tables/figures and 215 references). (MN)

ED 398 405 CE 072 257

Lankshear, Annette; And Others
Mapping the Nursing Competencies Required in Institutional and Community Settings in the Context of Multidisciplinary Health Care Provision (An Exploratory Study).
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Health Services; *Competence; Competency Based Education; Educational Attitudes; *Educational Needs; *Employment Qualifications; Foreign Countries; Higher Education; Hospital Personnel; Literature Reviews; Mental Health Workers; Needs Assessment; *Nurses; *Nursing Education; Questionnaires; Tables (Data); Work Attitudes
IDENTIFIERS- *United Kingdom

A study examined the changing nursing competencies considered essential to meet the patient/client needs in hospitals and community settings in the United Kingdom. First, literature on the following topics was reviewed: required competence at the point of nursing registration; changing nurse roles and competencies; adult nursing in community settings; contemporary mental health nursing; multidisciplinary and interagency working; and shared learning proposals and practices. Next, 630 nurses practicing in community health settings (285 mental health and 345 adult nurses) were surveyed. Most of the 419 (66.5%) of nurses who completed questionnaires gave education high priority; however, they also called for creation/maximization of opportunities for shared learning within an explicitly practice-led, research-based, and employment-focused framework. There was considerable debate around the development of a flexible, collaborative framework at the interface between health and social care. Nurse managers and educators expressed concerns about skills development in both the adult and mental health branches, and managers complained that Project 2000 graduates lacked basic managerial skills. (Eleven tables and 293 references are provided. Included in the 14 appendixes constituting approximately 30% of this report are the following: list of interviewees by job title; interview and focus group questions; questionnaires; competency lists; and information about the study samples.) (MN)

ED 398 406 CE 072 258

Clark, Jill Macleod; And Others
Project 2000: Perceptions of the Philosophy and Practice of Nursing.
PUB DATE- 96
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Educational Attitudes; Employee Attitudes; Employer Attitudes; Focus Groups; Foreign Countries; Higher Education; Literature Reviews; National Surveys; *Nursing; *Nursing Education; Program Effectiveness; Questionnaires; Student Attitudes; Tables (Data); Teacher Attitudes

response to government regulations or occupational requirements. "On Apprenticeship Qualifications and Labour Mobility" (Alison L. Booth, Stephen Satchell) analyzes the effect of apprenticeships on employment duration. "Evaluating the Assumptions that Underlie Training Policy" (Ewart Keep, Ken Mayhew) explores the policy implications of the clash between official perceptions and reality. "Conclusions: Government Policy To Promote the Acquisition of Skills" (Dennis J. Snower, Alison L. Booth)

ED 398 423 CE 072 290

Economic Change: Separating Fact from Fiction.
PUB DATE- Jun 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Dislocated Workers; Economic Change; Employer Employee Relationship; Employment Opportunities; *Employment Patterns; *Employment Practices; *Job Layoff; Job Training; *Organizational Change; Postsecondary Education; *Structural Unemployment

Although the general perception in the United States may be that downsizing in companies is pervasive and increasing, the facts show a slowing of the trend in downsizing and a net gain in employment. Many workers have found new jobs at or near their former pay rates, although only half of older workers are able to find jobs comparable to the ones they lost. The persistent anxiety among U.S. workers results because today's job eliminations tend to be permanent and white collar, caused by companies reengineering to meet changing economic conditions. More and more workplace restructurings reflect strategic or structural company decisions, with fewer resulting from downturns in business. Company responses include outplacement services, extended severance pay, extended health coverage, and job retraining. Companies that provide training after work force reductions see a strong increase in productivity and profits. Public policy should encourage more long-term unemployment insurance coupled with job training and the development of industry-based skills standards. (KC)

ED 398 424 CE 072 291

The "Contingent" Workforce: Temporary Phenomenon or Permanent Fixture?
PUB DATE- Jun 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Adults; Dislocated Workers; *Employment Patterns; *Employment Practices; Job Training; *Part Time Employment; Structural Unemployment
IDENTIFIERS- *Contingent Employment; *Temporary Employment

Although conventional wisdom indicates that temporary workers are becoming the norm and full-time workers are becoming an anachronism, statistics do not bear this position out. The truth includes the following facts: (1) companies are using more temporary workers, but these new employment arrangements provide new entry points into the labor market and serve as a bridge to more traditional employment relationships for new

Sefton, Robin, Ed.; And Others
Breathing Life into Training: A Model of Integrated Training.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- Sep 94
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Education; Case Studies; Certification; Foreign Countries; *Integrated Curriculum; *Literacy Education; Mainstreaming; Models; Pilot Projects; Tables (Data); *Trade and Industrial Education; Training Methods; Training Objectives; *Workplace Literacy
IDENTIFIERS- *Australia; *Automobile Industry; Vehicle Industry Certificate (Australia)

A model of integrated training within the context of Australia's vehicle industry certificate (VIC) was developed, tested, and evaluated through six different pilot programs in different enterprises across Australia's automotive industry. The pilot programs' primary objective was to provide access to and ensure successful participation in mainstream VIC classes. The new training model was based on the philosophy that training should harness employees' existing skills and potential, utilize the work force's linguistic and cultural diversity as a positive advantage, use a holistic approach to facilitate learning as a catalyst for workplace change, be inclusive, and provide a method for contextualizing the VIC at individual enterprises. An action research approach was devised to develop and test the integrated training model, which integrates the following key competencies into the nine units of the foundry elective in a manner customized to meet the needs of individual automotive enterprises: collecting/analyzing/organizing information; communicating ideas/information; planning/organizing activities; working with others/teams; using mathematical ideas/techniques; solving problems; and using technologies. The case studies confirmed the effectiveness of the integrated training model and resulted in 17 recommendations regarding training in Australia's automotive industry. (Thirty tables/figures and 182 references are included.) (MN)

ED 398 442 CE 072 338

Lee, Lung-Sheng Steven
Technology Education in Taiwan: A Transition from Industrial Arts to Living Technology.
PUB DATE- 10 Sep 96
NOTE- 14p.; Paper presented at the Department of Technology Education, Aichi University of Education (Aichi, Japan, September 10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; *Educational Change; *Educational Objectives; *Educational Practices; *Educational Trends; Foreign Countries; *Industrial Arts; Secondary Education; *Technology Education
IDENTIFIERS- *Taiwan

Secondary-level technology education in Taiwan is shifting its emphasis from industrial arts to living technology in an effort to overcome the following problems: industrial arts is seen as a subordinate subject; the public's perceptions are not aligned

LANGUAGE- English; French; Russian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; *Educational Development; Foreign Countries; *International Cooperation; Position Papers; Postsecondary Education; *Program Development; Program Evaluation; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *UNESCO

This document contains the Convention on Technical Education adopted by the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). English, French, and Russian versions are provided. Article 1 defines technical and vocational education, specifies its applicability, and states how it shall be applied. Article 2 describes the methodology by which each Contracting State shall determine the general framework for the development of technical and vocational education. Article 3 specifies items that shall be accounted for in programs so developed; describes the content of technical and vocational education; and recommends other measures each Contracting State shall take to support and carry out the programs. Articles 4-7 mandate the following: periodical review of technical and vocational education; requirements for education and hiring of teachers; steps to facilitate international cooperation; and periodic reports to the General Conference of UNESCO. Article 8 sets forth provisions for parties to this Convention that have a nonunitary constitutional system. Articles 9-10 address such topics as the following: how Member States of UNESCO may become parties to this convention; date on which the Convention shall enter into force; right to denunciation of the Convention; procedures to follow such denunciation; revision of the Convention; authority of texts in the various languages; and registration of the Convention. (YLB)

ED 398 460 CG 025 548

An Evaluation Report on the Foster Grandparent Program.
PUB DATE- Mar 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Advocacy; Child Caregivers; Child Welfare; Community Programs; *Foster Care; *Grandparents; National Programs; Postsecondary Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Foster Grandparent Program

A comprehensive review of the Foster Grandparent Program (FGP) was undertaken in order to determine its effectiveness, compliance with legislation, and the adequacy of oversight by the sponsoring organization. The evaluation is based on more than 40 research questions designed to describe program activities, determine degrees of community support, ascertain program impact, and assess factors pertinent to program effectiveness. Data was collected via mail and telephone surveys and through site visits. Primary data were collected from a survey of the principal components of each FGP project: all Project Directors, and a sample of the Advisory Council members, Institutional Representatives, Station Supervisors, and Volunteers. Separate survey questionnaires were designed for members of each group. The following conclusions were made: (1) the Foster Grandparent Program is meeting its intended

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Illinois; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in Illinois are the focus of this study. Participants were 149 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 281 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that conscientiousness is an important predictor of overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, Illinois' public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (i.e., conscientiousness) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 479   CG 027 186

Satcher, Jamie; McGhee, Marcheta
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Louisiana.
PUB DATE- Apr 95
NOTE- 18p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Louisiana; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitaton counselors working in the public rehabilitation agencies in Louisiana are the focus of this study. Participants were 71 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 145 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that conscientiousness

ED 398 497 CG 027 204

McGhee, Marcheta; Satcher, Jamie
Predictors of Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: West Virginia.
PUB DATE- Apr 95
NOTE- 17p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- Minnesota Satisfaction Questionnaire; *West Virginia

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation agencies in West Virginia are the focus of this study. Participants were 68 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 139 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results indicate that conscientiousness is an important predictor of overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, public rehabilitation agencies are encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 498 CG 027 230

Williams, Paul A.
Developing a Model to Ease Youth's Transitions into Residential Treatment: Integrating Constructivist Therapies and Youth Care into a Contextually Relevant Rite of Passage.
PUB DATE- 95
NOTE- 155p.; Master's Practicum Paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Constructivism (Learning); *Counseling Techniques; Counselors; Disadvantaged Youth; Foreign Countries; Residential Care; *Residential Programs; Therapy; Transitional Programs; *Youth Agencies; *Youth Problems; Youth Programs
IDENTIFIERS- Brief Therapy; Canada; *Context Metaphor Relationship

In this applied research project, the tendency for Youth Workers to treat admissions as a sudden procedural event was

knowledgeable about the socialization of men in North American culture in order to more effectively serve male clients. Contains 21 references. (TS)

ED 398 518 CG 027 316

Kuther, Tara L.
Exposure to Community Violence: Implications for Moral Development.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Moral Education (New York, NY, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Codes of Ethics; Community Problems; Delinquency; Developmental Delays; Elementary Secondary Education; Intervention; *Moral Development; *Moral Values; *Personality Development; Social Cognition; *Violence; Youth Problems

As violence within American communities has become an increasingly common problem, the developmental and psychological consequences of exposure to community violence have become issues of import. Conditions of pervasive violence have deleterious effects on the development of moral reasoning, as they offer limited environmental opportunities for cognitive and social stimulation. Sociomoral interventions for children exposed to violence should incorporate social skills and perspective taking techniques in addition to training in sociomoral reasoning in order to stimulate higher levels of moral reasoning. Components for successful interventions are: (1) active listening and communication skills; (2) role-taking opportunities; (3) perspective-taking; and (4) social skills. (Contains 21 references.) (Author/TS)

ED 398 519 CG 027 323

Feller, Rich, Ed.; Walz, Garry R., Ed.
Career Transitions in Turbulent Times: Exploring Work, Learning and Careers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 443p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Change; *Career Counseling; Career Exploration; *Career Planning; Careers; Dislocated Workers; Employment Opportunities; Employment Patterns; Job Development; Job Satisfaction; Labor Turnover; Occupational Mobility; *Transitional Programs; *Vocational Adjustment; Work Environment
IDENTIFIERS- *Career Decisions; Career Information; *Career Stages

A collection of 47 articles, this monograph addresses critical needs and promising practices in career development. The articles, written both by leaders and new comers in career development, offer extensive scholarship and new perspectives. The volume is divided into six sections: (1) Foundations Revisited; (2) Turbulence in Career Development: What Changes are Occurring in Career Development and Why?; (3) How Career such an undertaking. The memories that comprise the human library, when preserved through oral history activities, allow the current and future generations to understand: (1) the impact of educational events and important personalities; (2) a holistic view of the literacy profession as a whole and the field's various hierarchical status groups of the past; and (3) the current professional generation since the field's professional ancestors influenced current literacy professionals. The overall purpose of the oral history project should be to preserve contributions to the field of literacy and perspectives on trends in the area of literacy across the past 5 decades. Foundational activities at the beginning of such a project include identification of both the individuals who are to undertake the oral histories and also those individuals who will be interviewed. Sample issues for consideration during the oral history interviews include basic background information, early family background, schooling, professional induction years, graduate school, professional maturity, reflections on personal life, and thoughts about the future of the profession. (Contains 24 references.) (RS)

ED 398 538   CS 012 553

Hendricks, Katheryne; And Others
Using Higher Order Thinking Skills To Improve Reading Comprehension.
PUB DATE- 95
NOTE- 92p.; M. A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Critical Thinking; Instructional Effectiveness; Instructional Improvement; Journal Writing; Junior High Schools; Questioning Techniques; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Skills; Reading Writing Relationship; *Thinking Skills
IDENTIFIERS- Graphic Organizers; Illinois (Chicago Suburbs)

This paper describes a program for using higher order thinking skills to improve reading comprehension. The targeted population consists of seventh- and eighth-grade junior high school students in a stable middle class community, located in a southwestern suburb of Chicago. Reading comprehension difficulties were documented through data obtained from standardized tests, text- and teacher-made comprehension assessments, and student/teacher surveys. Analysis of probable cause data revealed that students' lack of skills may be related to cultural diversity, a decrease in funding, increased mobility, a growing gang influence, a decline in the valuing of reading, shifts in motivation and goals, school attendance, and a lack of prior knowledge. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: the use of higher order questioning techniques, the establishment of journal writing, and the use of graphic organizers to develop higher order thinking skills. The intervention proved successful as evidenced by test results. Posttest scores demonstrated measurable growth in reading comprehension for all three groups. (Contains 8 tables, 6 figures, and 41 references; 20 appendixes are attached, including surveys, webs, charts, and diagrams.) (Author/CR)

ED 398 539   CS 012 554

Caldrone, Michele; And Others

DESCRIPTORS- *Basal Reading; Educational History; Elementary Education; *Individualized Reading; *Initial Teaching Alphabet; Language Experience Approach; *Programmed Instruction; Reading Material Selection; Student Needs; Whole Language Approach
IDENTIFIERS- *Reading Theories; Rebus

Numerous concepts in the teaching of reading have been emphasized since the middle of the 20th century. Four such concepts are the Initial Teaching Alphabet (ITA), traditional linguistic procedures, rebus, and programmed reading. Each has advantages and serious disadvantages. ITA stressed a rather consistent sound/symbol relationship, but pupils had to make the transition from ITA to traditional graphemes. Traditional linguistic approaches suffered from the problem that, as one child said, "no one speaks that way." Rebus suffered from the problem that there were too many difficult words that could not be shown in picture form. Fragmentation of subject matter read is inherent in the programmed reading approach. Basal reading approaches, with their many imperfections, are liked by many teachers. In teaching early primary grade pupils, the experience chart is commonly used, but experience charts do not meet the needs of talented and gifted pupils. Individualized reading's strength is that pupils may choose their reading materials, but some teachers report that too many pupils cannot find a book of interest and fail to stay on task when reading library books. Reading teachers need to take into consideration students' reading interests, the complexity of the reading material, purpose for reading, the meaning that pupils attach to the story content, and the amount of assistance that a pupil needs to achieve in reading. (RS)

ED 398 558 CS 012 576

Johnson, Beth
Everyday Heroes.
PUB DATE- 96
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Reading Programs; *Basic Writing; Learning Strategies; Reader Text Relationship; Reading Assignments; *Reading Improvement; Reading Materials; Reading Processes; Reading Skills; *Student Motivation; Thinking Skills; Writing Assignments; Writing Skills
IDENTIFIERS- *Heroes

Designed for low-level adult learners, this book contains true stories of 20 men and women who have faced and overcome serious challenges in their lives. The book is intended to inspire and motivate developmental students in basic reading and writing classes. The book can be adapted to different instructional approaches--some teachers may wish to emphasize the discussion and writing assignments which follow each story, others may want to focus on the vocabulary and reading comprehension activities. Each of the book's 20 sections is prefaced by a short vocabulary list, which is reviewed in the vocabulary check portion at the end of each story. The book also provides a reading check, questions for thinking and discussion, and ideas for writing at the conclusion of each story. America's multicultural diversity is represented by those profiled in the book, and five to six photographs accompany each story. (CR)

Elbow calls "the doubting and believing game"; and (3) the oddity and simplicity of a border genre like QSR are part of its strength. With "flimsy" science, students can easily spot flaws. And once flaws are spotted, all of science is thrown into question, and students are thus engaged in higher cognitive skills. (Contains 28 references.) (TB)

ED 398 577 CS 215 413

Musthafa, Bachrudin
Nurturing Children's Response to Literature in the Classroom Context.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Secondary Education; Higher Education; *Literature Appreciation; Reader Response; *Reader Text Relationship; *Reading Processes
IDENTIFIERS- Narrative Text; Reading Uses; *Response to Literature

Suggesting that the common classroom practice of literature instruction is antitheoretical and counterproductive, this paper elaborates theories of reading processes, discusses children's responses to literature, and proposes suggestions for classroom use. The first section of the paper outlines what literature instruction is expected to contribute to children's learning. The second section of the paper discusses three models of the reading act: reading as transmission, reading as transaction, and hermeneutic reading. The third and fourth sections use notions and insights from the second and third models to describe, analyze, and synthesize children's response to literature. The final section of the paper discusses principles to facilitate children's learning: literature instruction should encourage learners to approach a text as an experience to live through; teachers and students should assume the same role--a unique individual literary reader and experiencer; and young learners should be invited to respond to literature with their emotions, personal associations, memories, judgments, and intertextual relations. The paper concludes by suggesting instructional activities that (1) acknowledge that learners' personal responses are valid; (2) provide learners with a wide variety of literary works; (3) create a non-threatening classroom environment; (4) demonstrate and encourage the use of multiple media for expressing messages; (5) create collaborative classroom climate; (6) meet the expectations of the examination board and help learners get through them; and (7) foster awareness of personal and interpretive-community perspectives and then expose the learners to other perspectives. Contains 27 references. (RS)

ED 398 578 CS 215 419

Mikkelsen, Nina
Issues in Cross Cultural Training: Educating the Imagination with Cross Cultural Approaches to Literacy Development.
PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-20, 1990).
LANGUAGE- English

involvement and understanding of writing readiness skills at the kindergarten level and an increase in subjects' independent writing activities during play. (Various forms, including a teacher survey of writing abilities, a story rubric, and a writing rubric, etc., as well as a grant application sample are appended; contains 51 references.) (Author/CR)

ED 398 595 CS 215 453

Adams, Dixie; And Others
Improving Writing Skills and Related Attitudes among Elementary School Students.
PUB DATE- 8 May 96
NOTE- 83p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Education; Grade 2; Grade 5; *Instructional Effectiveness; Writing Attitudes; *Writing Improvement; Writing Research; *Writing Skills; Writing Strategies; *Writing Workshops
IDENTIFIERS- Illinois (Chicago Suburbs)

A study examined and described a program to improve writing skills and related attitudes of elementary school students. Targeted population consisted of second- and fifth-grade students in a stable, middle class suburban community, located 20 miles southwest of Chicago, Illinois. The problems of underdeveloped writing skills and lack of student interest were documented through writing checklists, rubrics, teacher journals, and student surveys. Professional literature suggested a variety of causes for this deficiency--inadequate teacher training and reliance on ineffective past practices could be factors. There was a need for the integration of writing skills across the curriculum to make the process relevant and meaningful for students. Daily time constraints, as well as a lack of immediate and positive feedback also contributed to the problem. Overreliance on audio and visual means of communication affected student interest in writing. A review of solution strategies suggested by professional educators, combined with an analysis of the problem setting, resulted in the selection of a writer's workshop approach, which employed a variety of instructional strategies designed to develop writing skills and improve student attitudes. Post intervention data indicated that the second-grade students made significant gains in the areas of writing mechanics, organization, and focus. Data also indicated that fifth graders made significant gains in the areas of using conventions correctly and using details to support main ideas. (Contains 34 references and 21 figures of data. Appendixes present survey instruments, rubrics, student writing samples, peer editing checklists, writing prompts, and graphic organizers.) (Author/RS)

ED 398 596 CS 215 454

Klatt, Ellen; And Others
Improving Student Reading and Writing Skills through the Use of Writer's Workshop.
PUB DATE- May 96
NOTE- 88p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports -

NOTE- 24p.; Paper presented at the Sooner Communication Conference (Norman, OK, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Viewing; *Mass Media Role; Media Research; Minority Groups; Older Adults; *Persuasive Discourse; Research Needs; *Self Concept; Stereotypes; *Television Commercials; Television Viewing; Young Children
IDENTIFIERS- *Advertisements; Advertising Effectiveness; *Targeted Dissemination

A study which reviewed the research literature analyzed the relationship between television advertisements and the lowering of the self concept. Although television advertising has a relatively short history, today a person can hardly escape from it. Advertisements are specifically targeted to age-related and demographic groups. By focusing on self-perception and by targeting a low self-concept, advertisers create in consumers the desire to feel good about themselves. When this can not be accomplished through the consumption of the products themselves, a low self-concept continues to exist for the consumer. Persuasive techniques that are used in the advertising industry can be separated into hard (claim-oriented) and soft (image-oriented) sell approaches. In the soft sell approach the focus is on image, lifestyle, nonverbal and paralinguistic, social suggestion and prestige appeals. Television advertisements frequently portray only select segments of "reality," often through the use of stereotypes. Researchers have found that children as young as 6 can identify "boy" and "girl" commercials, which often tend to reinforce stereotypical behavior, attitudes, and mores of the dominant culture, thus influencing the self-concept formation of children. Some educators have called for teaching critical viewing skills to children as early as possible. The self concept regarding female beauty and that regarding the elderly is also targeted. Research should be undertaken in the area of minority absences from ads, and a warning about the dangers of self-concept-lowering ads should be sounded. (Contains 31 references.) (NKA)

ED 398 615 CS 509 313

Beard, Jocelyn A., Ed.
The Best Women's Stage Monologues of 1994. The Monologue Audition Series.
PUB DATE- 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acting; *Audience Awareness; Characterization; Class Activities; Drama; *Females; Higher Education; *Monologs; Scripts; Secondary Education
IDENTIFIERS- *Audition (Theatrical); Playwrights

This collection of monologues describes women's roles in theater in 1994 as being "ripe with possibility." The collection includes work from playwrights Gloria Naylor, Harold Prince, Tony Kushner, Terrence McNally, and Harold Pinter, among others. The collection contains 57 brief audition pieces for women to perform from the 1994 theatrical season, and which are

action to resolve violations issued by the Fire Department and Department of Buildings, with violations remaining outstanding an average of 362 days. The report made 16 recommendations for improving DSF operational efficiency. The board generally agreed with the recommendations and reported that it was presently undergoing a major reorganization of its maintenance operations. Appendices contain a list of the schools visited, the status of work orders as of July 1993, a list of outstanding violations at sampled schools, and a list of major contributors to the report. (LMI)

ED 398 634   EA 027 797

Voluntary Support of Education 1995.
PUB DATE- 96
NOTE- 219p.; Additional survey sponsors include the Council for Advancement and Support of Education and the National Association of Independent Schools.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Alumni; *Corporate Support; *Donors; *Educational Finance; Elementary Secondary Education; Endowment Funds; Fund Raising; Grants; Higher Education; Private Education; *Private Financial Support; Public Education; School Funds

This publication presents results of the Voluntary Support of Education Survey (VSE), which is designed to obtain information about the private support of education. Specifically, the survey gathered data about the amounts, sources, donor-specified purposes, and forms of private gifts, grants, and bequests received by educational institutions for funds raised for fiscal year 1995. Questionnaires were mailed to almost 2,900 institutions of higher education and to over 1,100 private elementary and secondary schools. The overall college and university participation rate was 45 percent; the overall response rate for elementary-secondary private schools was 40 percent. Data indicate that voluntary support of higher education climbed an estimated $400 million to a total of $12.75 billion, only a 3.2 percent increase over the previous year. Together, alumni and nonalumni individuals gave 5.3 percent more in 1994 in current dollars than they did in 1995, and foundations decreased their support by 3.1 percent in current dollars. As for private elementary and secondary schools, increases in giving for current operations and capital purposes have failed to keep pace with the increases in higher education donations. The bulk of the report consists of tables that present institutional data on total voluntary financial support, voluntary support for current operations, sources of voluntary support, planned gifts, alumni gifts, gifts of property, corporation matching gifts, total expenditures, and enrollment. Five summary tables, 25 other tables, and 17 figures are included. (LMI)

ED 398 635   EA 027 798

State Education Department Facilities Planning Unit. Report 96-D-4.
PUB DATE- 10 Jul 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Costs; Design Requirements;

Standards

Educational reformers have come to recognize that establishing more challenging standards and assessments is not enough to raise student achievement. This brief identifies five challenges that confront educators and policymakers as they develop higher standards and other policies and structures to support improved student and teacher learning. It also describes strategies used by a few states and localities to address some of the challenges. Conducted by the Consortium for Policy Research in Education, the 3-year study examined schools in 3 states taking different approaches to standards-based reform--California, Michigan, and Vermont. The case studies focused on 12 reforming schools located in 6 school districts reputed to be active in educational reform. Interviews were conducted with state policymakers, teacher educators, district and school administrators, and teachers. The findings suggest that: (1) The goals of reform need to strike a balance between current and desired practice, and between old and new practices; (2) greater alignment of state education policy supports reform efforts, but achieving this policy coherence is difficult; (3) deliberate, consistent, and pervasive strategies to ensure equity are necessary if the reforms are to benefit all students; (4) the coherence and continuity of state reform efforts require a stable political environment; and (5) policymakers must develop ways to enhance the capacity of the education system to improve student learning. (Contains six references.) (LMI)

ED 398 654 EA 027 834

Safranek, Thomas W.; Usyk, Patricia A.
Steps for Launching a Capital Campaign.
PUB DATE- 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Schools; Corporate Support; *Donors; Elementary Secondary Education; Financial Support; *Fund Raising; *Institutional Advancement; Institutional Mission; Long Range Planning; Needs Assessment; *Private Financial Support; School Funds; Strategic Planning

The capital campaign in the Catholic elementary and secondary school must be viewed as an essential component in the total development program. This document addresses many of the specifics regarding the proper positioning steps and procedures for a capital campaign. The introductory chapter provides a historical overview of the capital campaign. Chapter 2 explains why the campaign must be part of the total development focus, and chapter 3 offers guidelines for evaluating capital-campaign readiness. Procedures for conducting an internal performance audit of the existing development program are outlined in the fourth chapter. Chapter 5 highlights the steps to be taken before beginning the campaign--developing a mission statement, formulating a long-range plan, and creating an institutional case statement. Chapters 6 through 9 describe the phases of the campaign, specific campaign activities, and campaign models and sample budget. The ninth chapter discusses the benefits of using external counsel and the roles of campaign leadership. The concluding chapter reiterates that the capital campaign has proved to be the most cost-effective method for raising a

Academic Success), the Belief Academy, and Check & Connect--this report highlights school affiliation and bonding strategies to prevent students from dropping out of school and provides examples of activities to address the needs of unaffiliated youth in middle and high school programs. Strategies presented include: maintaining persistent, long-term contact with students; adapting school rules; establishing discipline procedures and polices for exceptional students; and facilitating student participation in school-sponsored activities. The following recommendations are made: persistence in developing positive relationships between the student and the school; development of additional treatment options to discipline exceptional children rather than suspensions and administrative transfers; provision of support and direct intervention services to assist youth in joining school-sponsored activities; and expansion of the number of extracurricular activities. An appendix further describes the three ABC programs. (Contains 11 references.) (CR)

ED 398 673 EC 304 965

Christenson, Sandra; And Others
Tip the Balance: Practices & Policies that Influence School Engagement for Youth at High Risk for Dropping Out. ABC Dropout Prevention and Intervention Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 29p.; For related documents, see EC 304 962-966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Disorders; Change Strategies; Community Involvement; *Dropout Prevention; *Educational Policy; *Educational Practices; Emotional Disturbances; Family Role; Federal Programs; *High Risk Students; Hispanic Americans; Incidence; Intervention; Junior High Schools; Learning Disabilities; Parent Participation; Program Effectiveness; Program Evaluation; School Effectiveness; Secondary Education; Student Needs; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- ABC Projects

Taken from findings of federally financed ABC dropout prevention programs--ALAS (Achievement for Latinos through Academic Success), the Belief Academy, and Check & Connect--this report discusses the barriers and supports to effectively intervening and achieving school completion among high-risk students. The first section presents information on the extent of the dropout problem among high-risk youth and tentative information about effective prevention strategies. The following effective intervention elements are identified and discussed: long-term commitment; continuous monitoring; individualized focus; skill acquisition; collaboration across home, school, and community; and parent involvement. The second section includes a list and examples of common practices and policies that either support or alienate youth with disabilities at risk of dropping out of school. Assessment worksheets designed to stimulate discussion among educators are provided in the third section. Appendices further explain data, list and rank supportive and alienating practices and policies, and describe the three ABC projects.

Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Learning Disabilities; Parents as Teachers; *Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Readiness; Reading Skills; *Reading Strategies; Resource Materials; Teaching Methods

This packet of materials addresses teacher and parent strategies for teaching reading to children with learning disabilities. A brochure addresses the importance of reading and the widespread phenomenon of reading difficulties and offers a list of additional resources. Five pamphlets include: (1) "Principles for Learning To Read: Essential Skills for Children with Learning Disabilities," which describes 10 skills needed for reading; (2) "Reading: The First Chapter in Education," which describes the challenges of illiteracy and lack of phonemic awareness and proposes solutions for the classroom; (3) "Tips for Parents," which outlines what parents can do to improve their child's reading; (4) "Tips for Teachers: Teaching Reading to Children with Learning Disabilities"; and (5) "Researchers as Resources," which describes the Researchers as Resources on Reading Network and lists affiliated researchers. Reprints of the following articles on reading are included: "Shakespeare and Beginning Reading: 'The Readiness Is All'" (Edward J. Kameenui) and "Learning To Read: Schooling's First Mission" (Elizabeth McPike). Also provided are a resource guide for 1996-1997, which includes information on reading instruction, and a professional development calendar. Contains 26 references. (RC)

ED 398 692 EC 304 984

Flynn, Linda L.; Lewis, Hal C.
Western Region Faculty Institute for Training. Early Education Program for Children with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 25 Jul 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; College Faculty; *Disabilities; Early Childhood Education; *Early Intervention; Family Programs; Higher Education; Infants; *Inservice Education; Institutes (Training Programs); Interdisciplinary Approach; Needs Assessment; *Professional Development; Program Development; Program Evaluation; Regional Programs; Staff Development; Teacher Improvement; *Technical Assistance; Toddlers; Training Methods
IDENTIFIERS- Individuals with Disabilities Education Act Part H

This document reports the results of a federally supported program, the Western Region Faculty Institute for Training in Colorado, to train college faculty to conduct inservice training in early intervention with infants and toddlers (birth-to-3) at risk for or with disabilities. A "training of trainers" model was used. The program developed a variety of materials and conducted training of several thousand faculty from 33 higher education institutions in 13 states and 4

Operated through Enable.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendants; Caregivers; *Disabilities; *Helping Relationship; Home Health Aides; Household Workers; *Independent Living; *Long Term Care; Participant Satisfaction; Personal Autonomy; Program Effectiveness; Program Evaluation; *Self Determination; Services
IDENTIFIERS- New York (Onondaga County); *Personal Assistance (of Disabled)

This report evaluates a self-directed personal service (SDPS) program operated through the larger Enable Program for people with disabilities in Onondaga County, New York. First, it contrasts characteristics of traditional personal assistance services (such as low pay, agency-determined, limited types/levels of support, and program management through agencies) with characteristics of consumer-driven personal assistance services (including reasonable pay, person-determined, provision of whatever support is needed, and variety of program management options). Next, it describes potential personal assistance services in the areas of personal care, household, community, cognition, communication, mobility, infant and child care, and security and safety-enhancing services. The SDPS program allows people with disabilities to determine who provides assistance, what types of assistance are provided, and where and when the assistance is needed. Interviews with 16 SDPS participants found participants were: satisfied with the SDPS program; generally able to obtain the assistance they desired from the program; and dissatisfied with other services. Issues are identified, including support for people living in agency-controlled settings, program growth, provision of adequate pay and benefits to personal assistants, funding/management options, and availability to a diversity of people. (CR)

ED 398 709 EC 305 002

Searl, Julia, Ed.
Serving Children with Special Needs in Your Child Care Facility.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Caregiver Child Relationship; Day Care; *Day Care Centers; *Disabilities; Early Childhood Education; *Inclusive Schools; Infant Care; Mainstreaming; Program Development; *Social Integration; Staff Development; Teamwork

This manual provides information to caregivers on how to successfully develop a child care center that includes children with disabilities. The benefits of inclusion for children, parents, and providers are identified. Principles for first at the function of previously stored knowledge, both linguistically and culturally, which is known as script, and grammatical and lexical cohesion in understanding a discourse. Then the relationship between comprehension and memory is explored, and it is proposed that discourse analysis accomplished by grouping sentences semantically and logically can contribute to memory. Finally, a note-taking technique using key words, abbreviations, symbols, and layout of notes to call up memory is described. Examples of discourse, analysis, and related note-taking are offered. (MSE)

ED 398 727 FL 023 975

Birch, Gary; And Others
The Effect of Explicit Teaching of Learning Strategies on Students' Reading and Writing in a Japanese Partial Immersion Program.
PUB DATE- Jun 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Second Language Programs; College Students; Foreign Countries; Higher Education; *Immersion Programs; Instructional Effectiveness; Interviews; *Japanese; Learning Strategies; Protocol Analysis; *Reading Instruction; *Reading Strategies; Student Attitudes; *Writing Instruction; *Writing Strategies

A study investigated the effect of explicit instruction in reading and writing strategies on student performance in a college-level Japanese partial immersion course. Subjects were five students, four of whom had been subjects of an earlier study of reading and writing strategies and all of whom were training to be Japanese teachers. In class, students were introduced to a variety of strategies for reading and writing, particularly as they related to understanding of kanji. Data were drawn from classroom observation, interviews with students about their reading and writing strategies and perceptions of classroom progress, and second interviews with think-aloud protocols. The strategies used in the think-aloud protocols and mentioned in interviews are charted, noting frequency of use, technique, and student interpretation of the process. It is concluded that the explicit teaching of learning and production strategies for reading and writing Japanese resulted in a broader range of strategies used, students were approaching reading and writing tasks with more confidence, skills had improved, and students found the learning of kanji a more manageable task. It is also suggested that the explicit teaching of strategies contributed to a stronger language focus, and diminished content focus, of the course. (MSE)

ED 398 728 FL 024 028

Tyone, Mary; Kari, James, Ed.
Ttheek'adn Ut'iin Yaaniida Qqnign' = Old Time Stories of the Scottie Creek People.
PUB DATE- 96
NOTE- 108p.; Photographs may not reproduce well.
LANGUAGE- English; Upper Tanana
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Collected Works - General (020)

were analyzed for correlation across language groups. Topics

were clustered in these categories: family and family members; age (own and family); classes/grades/teachers; hearer (possessions, self, etc.); money (own/family); own possessions; life in the United States; recreation/weather/travel; self (tastes, experiences); and residence. Results show high correlation in judgments of topics pertaining to family and to classes/grades/teachers. There was less agreement about the appropriateness of topics pertaining to age, money, the hearer, personal possessions, life in the United States, recreation, self, and residence. The questionnaire and data summaries for topic clusters are appended. Contains 26 references. (Author/MSE)

ED 398 747 FL 024 049

Berry, Anne
Spanish and American Turn-Taking Styles: A Comparative Study.
PUB DATE- 94
NOTE- 13p.; In: Pragmatics and Language Learning. Monograph Series, Volume 5, p180-90, 1994; see FL 014 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Communication Problems; Contrastive Linguistics; Cultural Differences; Cultural Traits; Foreign Countries; *Intercultural Communication; *Interpersonal Communication; *Language Patterns; Language Research; Language Styles; Language Usage; Linguistic Theory; *North American English; *Pragmatics; *Spanish
IDENTIFIERS- *Turn Taking

A comparative study of turn-taking in North American and Spanish conversation investigated (1) differences in styles for the two cultures and (2) any resulting misinterpretation of communicative intentions. Data for the first were drawn from two dinner parties, one with four American women, conducted in English, and one with four Spanish-speaking women, conducted in Spanish. Analysis of the conversations focused on overlap, measured in syllables, and pause, measured in seconds. The major finding was more occasions of overlap than expected in both English and Spanish conversations, and much greater duration of overlap in the Spanish conversation. In both languages, overlaps were caused by various frequent but usually unintentional patterns such as simultaneous starts, additions to an utterance after appearing to have finished it, interruptions, and sharing of the same information. The difference in average length of overlap is attributed to three patterns in Spanish: longer back-channel utterances, including repetition; use of collaborative sequences; and continued speaking during overlap. Interviews with the participants about previous interaction with the other culture showed the potential for cross cross-cultural misunderstanding was increased in those areas where turn-taking styles in Spanish and English differed, particularly differing quantity of overlap and backchannel behaviors. (MSE)

ED 398 748 FL 024 050

McClure, Erica
Crosslinguistic Influences on the Acquisition of Discourse Level Constraints on the Comprehension and Use of Adversative Conjunctions.
PUB DATE- 94

However, males were more likely to mitigate their suggestions.

Interactional and pragmatic features were also examined for male and female tutors with same- and different-sex students. These results are compared with literature on male/female language in institutional settings. Indications are that gender may influence interaction patterns and suggestions selection and mitigation, but overall, as institutional representatives, male and female tutors' language may be more similar than different. Contains 39 references. (Author/MSE)

ED 398 768 FL 024 084

Yemenici, Alev
A Discourse-Centered Approach: Repetition in Cross-Cultural Settings.
PUB DATE- 27 Mar 96
NOTE- 44p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Audience Response; College Faculty; College Graduates; College Students; Contrastive Linguistics; *Cultural Differences; Cultural Traits; Discourse Analysis; Foreign Countries; Higher Education; High School Graduates; *Intercultural Communication; *Language Patterns; North American English; Personal Narratives; Pragmatics; *Redundancy; *Story Telling; Syntax; Turkish; Uncommonly Taught Languages
IDENTIFIERS- *English (British); *Repetition (Language)

A study investigated how repetition was used in the telling of personal narratives to create emotional involvement on the part of listeners, to evaluate stories, to prevent listeners from asking questions and from losing the story's focus, and to justify narrating that particular story in a cross-cultural setting. It was assumed that narrators from different cultures (American English, British English, Turkish) would use repetition for different narrative purposes. Subjects were 15 each Turkish, British, and American high school graduates, college students and graduates, and college faculty. Each narrated a personal experience about a danger of death situation or an event creating nervousness, using his native language, which was analyzed for repetition types (lexical, syntactic, discursal), subcategories, functions (emphatic, thematic, persuasive, artistic), and frequency. It is concluded that narrators from different cultures use different discourse strategies to evaluate their narratives and involve listeners. However, since cultural expectations direct communication, the potential for miscommunication exists in cross-cultural exchanges. Contains 20 references. (MSE)

ED 398 769 FL 024 085

Bates, Linda; And Others
Writing Clearly: Responding to ESL Compositions.
PUB DATE- 93
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

appointed to regular tenure-track positions or faculty posts at

Ivy League institutions that do not have tenure. The study's findings contradicted six common myths including: (1) faculty of color are so few that institutions must compete in the hiring process; (2) the scarcity of faculty of color in the sciences means that few are available and those that are available are in high demand; (3) scholars like those in this study are only interested in the most prestigious institutions, making it virtually impossible for other institutions to recruit them; (4) individuals are being continually recruited by wealthy and prestigious institutions having resources with which ordinary institutions cannot compete; (5) faculty of color are leaving academe altogether for more lucrative positions in government and industry; and (6) campuses are so focused on diversifying the faculty that heterosexual white males have no chance. (Contains 54 references.) (Author/CK)

ED 398 786 HE 029 383

Nicodemus, Robert
Internal Consultancy, Team and Institutional Development (Report No. 91).
PUB DATE- 96
NOTE- 23p.; Paper presented at the Symposium, "Organization 2000: Psychoanalytic Perspectives" of the International Society for the Psychoanalytic Study of Organizations (New York, NY, June 14-16, 1996.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultants; Consultation Programs; *Counseling Services; *Distance Education; Educational Technology; Foreign Countries; *Group Dynamics; Higher Education; Intellectual Development; Interpersonal Competence; Mathematics; Models; *Open Universities; Staff Development; *Teamwork; Videotape Recordings
IDENTIFIERS- *United Kingdom

This paper presents examples from 10 internal consultancies provided by the author within the Open University (United Kingdom) that reveal how teams develop and are integrated into the systems of a complex institution. These consultancies included: providing consulting services to a course team; counseling with a course team chair; serving as a participant-observer with staff in summer schools; interviewing learners in summer schools; evaluating the impact of new technology on staff; conducting a workshop for staff on group dynamics; providing consulting services to the Centre for Mathematics Education team; analyzing group dynamics in a video about learning and teaching mathematics; confidential counseling of team members; and providing consulting services to a course team on child development. The paper concludes that consultancy for organizational learning depends on an awareness of the mental models in use. The consultancies enabled the consultants to realize that transitions to higher levels of integration--individual, team and institution--is a social expression of mental development. The impact of a distance environment on staff and learners is noted and the provision of some face to face contact is urged. An appendix is included. (Contains 16 references.) (Author/CK)

ED 398 787 HE 029 384

and Australia; (2) "The Institutional Policy Contexts for International Higher Education in the United States of America" (Burkart Holzner and Davydd Greenwood) which considers effects of external and internal factors on the strategies of American institutions of higher education toward internationalization; (3) "Internationalisation of Higher Education in Europe" (Hans de Wit and Hilary Callan) which examines ways in which European institutions are accommodating the growing demand for a greater international view; (4) "A National Study on Internationalisation at Canadian Universities" (Jane Knight) which reports on a 1993 survey of 89 Canadian institutions concerning their efforts toward greater internationalization; and (5) "Internationalisation of Higher Education in Australia" (Kenneth J. Back and Dorothy M. Davis) which summarizes Australian efforts in terms of activities which involve students, the academic staff, institutions of higher education, and national organizations or governmental units. An appendix gives a breakdown of the structure of international offices on Australian university campuses as of June 1995. An appendix provides a summary of the seminar on "Institutional Strategies for Internationalization of Higher Education." Biographical sketches of the authors are included. (Individual chapters contain references.) (CK)

ED 398 805   HE 029 403

State University of New York Report on Performance Indicators.
PUB DATE- Jul 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); *College Outcomes Assessment; *Comparative Analysis; *Educational Finance; Educational Quality; Feedback; Goal Orientation; Higher Education; Measurement Techniques; *Performance; Public Colleges; *Quality Control; State Universities
IDENTIFIERS- *Performance Indicators; *State University of New York

This document presents an audit of the State University of New York (SUNY) performance indicator measurement and reporting process for the period January 1, 1993 through September 29, 1995 in relation to goals established for SUNY in 1991 (SUNY 2000) and a first performance report in 1994. The objectives of this audit were to determine the following: whether SUNY's reporting of performance indicators was comparable to that of similar institutions; whether SUNY obtained input from key users of the 1994 report; whether the indicators measure progress toward SUNY 2000 goals; and whether SUNY's internal controls are adequate to ensure performance data accuracy. The audit found that the production of SUNY's first report was an admirable achievement but could be more useful if SUNY: (1) ensures that indicators measure progress toward specific SUNY 2000 goals; (2) reports more outcome indicators; (3) ensures that indicators reflect the input of key report users; and (4) formalizes its documentation and quality control process to ensure data accuracy. Individual sections of this report describe the audit's background, scope, objectives, and methodology, the relationship of the performance indicators to SUNY's goals, indicators of institutional quality, involvement of key report users in developing indicators, and quality

"Interpreting a Compact Cost/Benefit Analysis that Assesses the Performance Value of Training" (Paul E. Brauchle) examines a procedure that can be used to calculate the performance value of training in dollars in order to provide evidence that it actually improves performance and the "bottom line." "Free to Choose: Returns on Investment in Education in the Netherlands" (Joop G. Odink, Ruurd Kunnen) discusses the Dutch educational system and the personal and societal monetary rates of return for various educational paths. "The Impact of Values on the Financial Analysis of HRD" (Jennifer Gail Parsons) investigates the benefits and problems inherent in using HRD financial analysis tools and emphasizes the impact that values have on the results of analysis. "The Economic Returns of Education and Training from a Labour Market Point of View" (Ruurd Kunnen, Joop G. Odink) asks how the economic returns of education could be improved from a labor market point of view. (KC)

PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; Employment Qualifications; *Entry Workers; *Job Training; Postsecondary Education; *Standards; Vocational Education; *Welding
IDENTIFIERS- American Welding Society

This document provides a standard that defines the requirements and program for the American Welding Society to certify entry-level welders. The certification of entry-level welders requires performance qualification and practical knowledge tests that require a minimum of reading, computation, and manual skills to complete. The Entry-Level Welder Program will form a part of the National Skill Standards Program, which is being enacted across a wide range of industries in the United States. The standard includes the following nine sections: (1) scope; (2) definitions; (3) requirements for participating organizations; (4) practical knowledge test; (5) performance tests; (6) inspection, testing, and acceptance criteria; (7) documentation; (8) certification; and (9) information about the National Registry of Entry-Level Welders. Three appendixes include the following: standard welding procedure specifications, a workmanship sample, and face- and root-bend test results. (KC)

IDENTIFIERS- Impact Studies; *United Kingdom

A study examined how student, teacher, and practitioner/manager perceptions of the philosophy and practice of nursing changed during the Project 2000 demonstration program, which marked a dramatic revision of the curriculum taught at colleges of nursing across England and Wales. Data were collected from the following: literature review; questionnaires completed by 242 students and 78 (33%) of 240 qualified diploma enrollees from two nursing education centers; unstructured interviews with 10 of these enrollees; and focus group interviews with a total of 15 teachers, 21 practitioners, and 15 nurse managers from the two centers. As the Project 2000 course progressed, the students' perceptions shifted from "sick" to "health" nursing with an emphasis on theory and research as a foundation for practice. Students were gradually socialized into the role of professional nurse and were perceived and assessed increasingly as workers rather than learners. Teachers, managers, and practitioners also credited the Project 2000 curriculum with shifting their perceptions of nursing and nursing education. (Sixty-one tables and 132 references are provided. Included among the 27 appendixes that constitute 30% of this report are the following: course outlines; study-related correspondence; student questionnaires; interview guides; demographic characteristics of the study respondents; topic guides; and tables detailing the survey results.) (MN)

labor market entrants and dislocated workers; (2) many firms use temporary-help services as a recruiting tool and an extension of their human resources departments; (3) the growth of the contingent work force reflects not just the business need for flexibility but also employees' demands for flexibility; (4) the contingent work force not only represents secretarial but also technical, professional and managerial workers; and (5) smaller firms often use temporary workers to keep cost down while staffing during peak operating times. Both public and private sectors can learn from the temporary help industry's expertise in testing, training, and placement of workers. (KC)

with the field; and industrial technology teachers have had to struggle with huge class sizes and limited teaching resources. To emphasize the study of technology as a way of equipping youth with the living skills needed in a technologically advanced society, the subject industrial arts will henceforth be called living technology. To reflect the value of gender equity in education, students of both sexes will be required to take living technology. In an effort to bring more order to the complicated content of industrial arts, the content of living technology will be systematized into the following four domains at both the junior and senior high school levels: technology and life; information and communication; construction and manufacturing; and energy and transportation. Students will receive approximately 108 hours of living technology instruction during their 3 years in junior high school and approximately 72 hours during their 2 years in grades 10 and 11. (MN)

purposes; (2) Foster Grandparent Volunteers are primarily female from diverse racial and ethnic backgrounds; (3) FGP projects have varying characteristics with most operating in public and private schools, serving children between three and eleven years old; and (4) training and technical assistance to the FGP need to be strengthened. Seventeen tables present data. (TS)

ED 398 461 CG 026 364

Cervera, Neil, Ed.; Videka-Sherman, Lynn, Ed.
Working with Pregnant and Parenting Teenage Clients. A Resource Guide for Human Service Professionals.
SPONS. AGENCY- New York State Dept. of Social Services, Albany.; State Univ. of New York, Albany. School of Social Welfare.
PUB DATE- 89
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; Adolescents; Births to Single Women; Child Development; Childhood Needs; *Early Parenthood; Family Environment; Fathers; *Mothers; *Pregnancy; *Pregnant Students; Secondary Education; *Social Services; Special Needs Students; *Unwed Mothers; Youth Problems

Each year in the United States, approximately one million adolescents become pregnant. This guide, the seventh in a series of resource guides for human service professionals, features a collection of articles that explores and explains the different facets of teenage pregnancy, while offering strategies for intervention. The volume begins with an analysis of the family's and teenager's concerns during an unmarried pregnancy, followed by an analysis of adolescent development issues and changes that occur during a teenage pregnancy. Next, the guide presents a case management approach to social services delivery, which includes three articles on child abuse and neglect. The familial and cultural perspectives are discussed in the next section, where issues such as poverty, school attrition, and ethnicity are addressed, along with the influence these areas have on the delivery of services to pregnant teenagers. After offering insights on the father's experience in adolescent pregnancy, the guide presents a model of interagency collaboration, and supplies tips on a cognitive behavior intervention approach which can help youngsters face tough decisions. The book closes with an annotated bibliography, and short descriptions of school-based programs aimed at helping adolescents. (RJM) is an important predictor of overall job satisfaction, emotional, and normative attachment of counselors toward the agencies for which they work. Because both job satisfaction and emotional attachment have been linked to higher levels of productivity, Louisiana's public rehabilitaton agencies are encouraged to develop ways of rewarding those counselor behaviors (i.e., conscientiousness) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

ED 398 480 CG 027 187

Satcher, Jamie; McGhee, Marcheta
Organizational Commitment and Job Satisfaction among State Agency Rehabilitation Counselors: Maine.
PUB DATE- Mar 95
NOTE- 14p.; For national results, see CG 027 177. For studies at the state level, see CG 027 178-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Qualifications; *Counselors; *Employee Attitudes; Employment Patterns; Job Performance; *Job Satisfaction; Occupational Surveys; *Personnel Data; Quality of Working Life; *Rehabilitation Counseling; Work Attitudes; Work Environment
IDENTIFIERS- *Maine; Minnesota Satisfaction Questionnaire

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation in Maine are the focus of this study. Participants were 41 rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 70 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Maine's rehabilitation counselors showed patterns of job satisfaction and organizational commitment similar to rehabilitation counselors in a larger, national sample. Maine's public rehabilitation agency is encouraged to develop ways of rewarding those counselor behaviors (conscientiousness, initiative, and cooperation) which are most predictive of job satisfaction, affective commitment, and normative commitment. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)

problematic at a treatment program. Literature from (brief) constructivist therapies, youth care work, and interviews with administrators, youth workers, and youths at a treatment program were used to solve the problem. The Context Metaphor Relationship (CMR) model comprised the solution. In CMR, an emphasis on social contexts, transitional metaphors, and relationships were used to ease youths' transitions into residential treatment. "Care-Giver Primacy" was advanced to help youth workers deal with the needs of new youths. Standards for residential admissions were incorporated into short-term emergency admissions and long-term expected admissions. When presented to them, workers and administrators viewed the model as a comfortable transition into residential treatment. In CMR, a paradigm-shift from therapies emphasizing quick cost-effective efficiency to therapies emphasizing a gradual, empathic concern for individuals was pursued. (Contains 52 references, and 2 appendices: (1) Interview Questions; and (2) the Presentation of CMR, along with evaluation questions.) (Author)

Development is Responding to Different Client Populations; (4) Innovative Tools and Techniques That Maximize the Effectiveness of Career Development Interventions; (5) A Look to the Future of Career Development Programs and Practices; and (6) A Summing Up and a Leap to the Future. The span and depth of the essays portray the wide range of career transitions and the growing impermanence of careers themselves. Such transitions are viewed as a natural evolution and numerous strategies for changing jobs and for career development are provided here. Such disparate topics as transcultural career counseling, education reform, career needs of individuals with disabilities, personality disorders, global relocation, career development groups, ethics in career counseling, and a look to the future are covered. Each article furnishes a short bibliography while an appendix offers special resources available related to career development. (RJM)

Improving Students' Reading Skills through the Use of Technology.

PUB DATE- Sep 95
NOTE- 144p.; M.A. Project, Saint Xavier University. Accompanying materials may not reproduce legibly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Computer Assisted Instruction; Elementary Education; *Hypermedia; *Instructional Effectiveness; *Multimedia Instruction; *Reading Improvement; Reading Research; Reading Skills
IDENTIFIERS- Illinois (Chicago Suburbs); *Technology Integration

This study describes and evaluates a project designed to increase the low reading ability which interferes with the academic growth of the targeted kindergarten, second-, and fifth-grade classes in a suburban Chicago (Illinois) community. The problem of low reading ability is documented through data revealing the number of students who received low scores on criterion referenced tests, basal reading unit tests, and the Iowa Tests of Basic Skills. Analysis of probable cause data reveals that students' lack of reading abilities were related to societal and educational program issues. Many of these probable causes were identified by parent survey, student interviews, teacher observations, school report cards, and anecdotal records. A review of solution strategies combined with site-based opportunities for the use of technology suggests the use of hypermedia technology in kindergarten, second-, and fifth-grade classrooms. Post intervention data indicate an increase in students' comprehension, study skills, decoding, and vocabulary. (Contains 18 references and 13 figures of data. Appendixes present data, survey instruments, a description of hypermedia programs, examples of parent comments and student packets, a list of literary genres, and an example of student quizzes.) (Author/RS)

ED 398 559   CS 012 577

Rosen, Leonard J.; Behrens, Laurence
The Allyn & Bacon Handbook. Third Edition.
PUB DATE- 97
NOTE- 935p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Uses in Education; Critical Reading; *Critical Thinking; Electronic Libraries; English Instruction; *Grammar; Higher Education; *Research Papers (Students); Research Tools; Rhetoric; Spelling; Student Needs; Student Writing Models; *Writing Across the Curriculum; *Writing Processes; *Writing Skills
IDENTIFIERS- Computer Assisted Writing; Word Choice; *Writing Thinking Relationship

This third edition of a writing handbook that is built on the underlying themes of critical thinking and writing across the curriculum moves into the next generation with extensive coverage of electronic research and document design. It also contains many examples, exercises, and student papers in all categories. The handbook's chapters on critical thinking are based on the idea that writing at the college level is most often a response to reading--critical decision boxes throughout the text help students apply critical thinking skills to using grammar and writing. The handbook also stresses the recursive nature of writing and the evolution of a successful paper through a critical thinking and writing process. The handbook features extensive coverage of argument and detailed coverage of electronic resources. Each chapter in the handbook (1) reviews patterns for writing to inform and for making arguments in the discipline; (2) reviews typical kinds of reading and audience situations; (3) presents assignments typically found in the discipline; and (4) presents a complete student paper. Research sections of the handbook are designed to promote accessibility and to focus on student issues; ESL coverage throughout the handbook addresses the particular needs of non-native speakers. In addition, an appendix on computer writing updates discussion on basic technique for word processing, adding two subsections on using disks or networks for collaborative learning and for peer editing. Other appendixes cover document design, manuscript form and preparation, and provide glossaries of usage and of terms. (NKA)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; *Fiction; *Freshman Composition; Group Discussion; Higher Education; *Journal Writing; Literacy; Literary Criticism; Student Journals
IDENTIFIERS- *Composition Literature Relationship; *Cross Cultural Teaching; Cultural Sensitivity; Hall (Edward T); Teaching Perspectives

An instructor's teaching practices have been influenced by Edward T. Hall's theory in "Beyond Culture," which begins with the notion that "what is known least well and is therefore in the poorest position to be studied is what is closest to oneself," the "unconscious patterns that control us." This wisdom has been useful in planning introductory writing courses using materials on cultural autobiography and anthropology, and recently, in planning a literature-based writing course. The focus was on fiction in which characters encountered new experiences on foreign soil (a cross-cultural initiation when values or beliefs of the new place clash with those of the home setting). Among the books chosen were Isak Dinesen's "Babette's Feast" and Henry James's "The Ambassadors." Students were required to keep journals, in which they recorded their own responses to the literature, and to write a research paper. During class time, students conversed about their journal entries or responded in the margins of each other's journals; they also discussed "lead" questions which modeled a way of making connections between the readings. Meetings ended with students submitting weekly journal entries that could be used in preparing a class ditto for the following week. This ditto would contain excerpts for discussion from student journals. Extensive examples of student writing show the range of sophisticated responses reflecting on issues of cultural literacy and criticism. (Contains 23 references.) (TB)

Research/Technical (143)

DESCRIPTORS- Action Research; Early Childhood Education; Emergent Literacy; *Instructional Effectiveness; *Reading Improvement; Reading Research; *Reading Skills; *Writing Improvement; Writing Research; *Writing Skills; *Writing Workshops

IDENTIFIERS- Illinois (North)

A study examined and described a program for implementing a writer's workshop to increase the literacy skills of reading and writing. The targeted population consisted of early childhood special education, kindergarten, and first-grade students in a growing, middle class community located in northern Illinois. The problems of poor reading achievement and writing skills were documented through published assessments and teacher assessments. Analysis of probable cause data revealed that students' poor literacy skills were related to the teaching of reading and writing as isolated skills, lack of student choice and ownership, health and social problems during preschool years, lack of exposure to print at early ages, and excessive television viewing habits. Tests and teacher observations revealed that students were unable to transfer skills between reading and writing. A review of solution strategies combined with an analysis of students' reading and writing skills resulted in the integration of a writer's workshop into the reading program. Post intervention data indicated an improvement in student writing and reading achievement. Every student showed an increase in at least one area of testing. As indicated by the data, 66% of all students scored above 80% on the letter recognition test, and 89% of all students advanced to a higher stage in their writing. (Contains 48 references, and 6 tables and 2 figures of data. Appendixes present test instruments, scoring sheets, sample student journal entries, and test results.) (Author/RS)

also suitable for class study. The pieces in the collection provide an array of style, theme, and character; they are far ranging and up-to-the-minute and may also serve as a producer's guide to the contemporary American theater as it exists now. The introduction to the collection (by Sara Garonzik, Artistic Director of the Philadelphia Theatre Company) notes that a monologue should fit the performer "like a translucent second skin...always revealing the actor within." (NKA)

ED 398 616 CS 509 317

Schnell, Jim
Understanding the Shock in "Culture Shock."
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; *Cultural Differences; *Culture Conflict; Foreign Countries; Higher Education; *Intercultural Communication; Itinerant Teachers; Social Differences; *Student Behavior; *Teacher Response; Teacher Student Relationship
IDENTIFIERS- *China

"Culture shock" is the expression generally associated with the frustrations that occur when persons have difficulty functioning in a different culture or when persons are exposed to individuals from another culture. Culture shock typically occurs in a 4-stage process that can unfold over varying lengths of time: the honeymoon, crisis, resolution, and stabilization. The honeymoon stage exists during the initial intrigue with a place; the crisis stage occurs when an event or situation becomes a significant obstacle; the resolution stage begins when a means for dealing with the obstacle encountered begins to be developed; and the stabilization stage occurs when the earlier confusion has been resolved and a balanced outlook is achieved. For one instructor who experienced culture shock while teaching in China, an incident with his students and plagiarized materials taught him that plagiarizing research documents is not considered a serious offense in China--he used the incident to explain to his students that writing research papers was done a bit differently in the United States. The key to dealing successfully with culture shock rests with being able to recognize the stages of culture shock as they are being experienced. Once the shock in "culture shock" is understood, it can be changed from a frustrating experience to a learning experience. (NKA)

*Efficiency; Elementary Secondary Education; Expenditures; *Financial Audits; Resource Allocation; School Buildings; *School Construction; *State Aid; State School District Relationship
IDENTIFIERS- *New York

Generally, construction projects undertaken by school districts in New York State are financed in part by state aid. The Education Department's Facilities Planning unit approves state aid for school-district construction projects outside New York City. This report presents findings of an audit that evaluated whether the Unit management's oversight assured that school construction projects were cost effective and in compliance with the State Building Code. The State of New York Office of the State Comptroller found that although unit oversight provides assurance that building code requirements are met, supervision is not intended to evaluate the cost effectiveness of school construction projects. As a result, project costs may be higher than necessary. To significantly reduce both the construction costs and building aid payments, the unit is recommended either to use a value engineering process to review school building plans; to use standardized school building plans; or to set limits on the total amount of building aid available. The report concludes that it would not be cost-effective to transfer unit oversight responsibilities to local governments. Appendices contain a list of major contributors to the report and the comments of Education Department officials. (LMI)

significant amount of money within a condensed time frame. It also stresses the value of volunteers. Appendices contain samples of mission statements and a pledge card, an organizational leadership chart, and 21 suggested readings. (LMI)

ED 398 655 EA 027 835

Augenstein, John J.
Lighting the Way: 1908 to 1935. The Early Years of Catholic School Superintendency.
PUB DATE- 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Boards of Education; *Catholic Schools; Curriculum Development; *Educational Administration; *Educational History; Elementary Secondary Education; *Professional Associations; School Organization; *Superintendents; Teacher Education

The role of the superintendent in developing Catholic schools in the United States has received little attention. This book presents a historical overview of the Chief Administrators of Catholic Education (CACE). Following the foreword, dedication, introduction, and acknowledgments, part 1 traces the origins of the diocesan superintendency. Part 2 explains how the CACE developed into a component of the National Catholic Educational Association (NCEA) and provides a history of the NCEA and the Catholic Education Association (CEA). Part 3 describes the challenges of the early years, as gleaned from an analysis of superintendents' formal meeting papers from 1908 to 1935. The data indicate that superintendents were primarily occupied with organizing the administrative system, standardizing the curriculum, and improving teacher education. The fourth part contains biographical sketches of CACE's early leaders. Appendices contain biographies of other notables, excerpts from the formal meeting papers, a list of superintendents' section officers for the period 1908-35, and an index of CEA superintendents' section papers by topic. Endnotes accompany each chapter. (LMI)

ED 398 674   EC 304 966

Thorton, Helen, Ed.
Staying in School: A Technical Report of Three Dropout Prevention Projects for Middle School Students with Learning and Emotional Disabilities. Technical Report 1990-1995. ABC Dropout Prevention and Intervention Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 264p.; For related documents, see EC 304 962-965.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; Attachment Behavior; Community Involvement; *Dropout Prevention; *Emotional Disturbances; *Federal Programs; High Risk Students; Hispanic Americans; Incidence; Intermediate Grades; *Intervention; Junior High Schools; *Learning Disabilities; Mexican Americans; Middle Schools; Parent Participation; Parent School Relationship; Program Effectiveness; Program Evaluation; Student Adjustment; Teamwork
IDENTIFIERS- ABC Projects

This report compiles data on three 5-year federally sponsored dropout prevention programs: ALAS (Achievement for Latinos through Academic Success), the Belief Academy, and Check & Connect. The introduction to the report presents background information on the dropout problem and related issues that face youth with learning and emotional disabilities. The incidence, outcomes, and risk factors (such as poverty and ethnicity) of dropping out of school are discussed. Each project is described, with information provided on who the youth are and why they are at risk, the type of intervention that occurred, evidence for the intervention's effectiveness, an analysis of the findings, and recommendations for the future. The ALAS program developed and tested promising approaches for educating and graduating high-risk youth (including those with disabilities) of Mexican descent who live in urban neighborhoods with high concentrations of poverty. The Belief Academy consisted of five major components: (1) program stability over time; (2) intensive academic and behavior intervention in grades 7 and 8; (3) family case management services; (4) social support to students; and (5) provision of program options and ongoing support at the high school level. Check & Connect addressed the interacting systems of family, school, and community using continuous assessment of the student's level of engagement with school and monthly strategies to foster this engagement. (Individual chapters contain endnotes.) (CR) needs and resources of faculty in the higher education system; promoting communication and leadership among faculty in their state/jurisdiction; providing training and technical assistance to faculty leadership teams; fostering coordination with State lead agencies under Part H of the Individuals with Disabilities Education Act; and supporting the capacity of faculty to conduct inservice training. The training incorporated best practices such as family-centered community-based services and coordination among disciplines. The conceptual framework for the program is discussed and a description of the program model with the major components of the project is provided. Methodological or logistical problems are discussed. Evaluation findings are identified and the project's impact evaluated. A list of products and publications from the project is provided, with information on how to obtain the materials. Information is provided on the dissemination activities of the project, implications of the project's findings, and future activities. A detailed description of the mini-grant projects, demographic data, and a Year 3 summary of planning teams is attached. (CR)

partnership with a special education agency. The guide stresses the necessity of developing a philosophical mission statement on inclusion, clarifying lines of authority and roles of administrators, and careful monitoring of money and contracts involved in inclusive programming. Also covered are annual, weekly, and daily schedules; space requirements; accessibility standards; the critical importance of training and staff development; strategies for family involvement; and the elements of successful collaboration. Indicators of a good inclusive program and factors that affect survival of inclusive programs are listed, including a match of values among families, the child care program, and the special education community; a community-wide philosophy of acceptance of diversity; and resolution of differences through a problem-solving strategy. The appendix includes a list of definitions/abbreviations, a guide for child caregivers for determining a child's need for services, a guide to staff teaming, a sample mission statement, and a listing of 14 resources (organizational, print, and videos). (CR)

Languages; *Athapascan Languages; Daily Living Skills; *Folk
Culture; Indigenous Populations; *Oral Tradition; Personal
Narratives; Phonology; Regional Dialects; *Sociocultural
Patterns; *Story Telling; Uncommonly Taught Languages
IDENTIFIERS- *Upper Tanana

This collection of 18 stories of the Scottie Creek People of Alaska is presented in both Upper Tanana, an Athabaskan language, and English in line-by-line translation. The stories, which include personal narratives, cultural explanations, and traditional tales, were recorded in 1988-94. The tales are told by Mary Tyone, a traditional storyteller whose Upper Tanana Athabaskan name is Ts'a Yahnik which means "bringing it (blanket) to someone." An introductory section includes notes about Mary Tyone, information on the Upper Tanana dialects' phonology and writing system, and a brief list of references on Upper Tanana. The legends include: "How I Learned the Language"; "I Tell About My Mother and Father, and When I Was Small"; "How They Observe Puberty Restrictions"; "When Butterfly Went Up to Another World with Two Girls"; "The Story of Bear and Lynx"; "Raven and Muskrat Story"; "When 'Big Sky' Picked Up a Man"; "When Horsefly was Living in a Stump"; "The Mosquito People Story"; "When Tree Squirrel and Ground Squirrel Made a Trade"; "When the Tree Squirrels Cut Fish"; "The Spruce Cone War"; "When 'Wide Step' Packed Back the Hills"; "Goshawk's Story"; "The Thunderbird Nest"; "The Northern Lights"; and "My Old Grandmother: The Little Man Standing in the Moon." (MSE)

Series, Volume 5, p191-207, 1994; see FL 014 038.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Discourse Analysis; *English (Second Language); Grammar; Interlanguage; Language Patterns; Language Research; Linguistic Theory; *Pragmatics; Second Language Learning; *Second Languages; *Spanish; Transfer of Training
IDENTIFIERS- *Conjunctions

Two studies investigated whether two conventions in the use of adversative conjunctions in English are acquired by native Spanish-speakers who are highly proficient in English. The two conventions are: (1) selection of "but" to introduce foreground information and (2) use of "although" to introduce background information. Subjects in the first study, conducted in Spanish, were 37 monolingual Spanish-speaking graduate students. Subjects in the second study were 42 native Spanish-speaking graduate students in the United States, all highly proficient in English. In each study, subjects completed two tasks. In the first, they were required to choose either "pero/"but" or "anque/although" to unite two propositions in a sentence. In the second, they read a sentence containing two propositions connected by one of these conjunctions and chose a continuation sentence that elaborated on one of the propositions. Results showed that there is a discourse rule of focus for the use of "pero and anque" in Spanish that parallels the English rule. However, as in English, this rule is not followed by all well-educated native Spanish-speakers. It was those Spanish speakers who follow the rule in Spanish that also follow it in English. Contains 21 references. (MSE)

Language); *Error Analysis (Language); *Error Correction;

Feedback; Grammar; Persuasive Discourse; Second Language
Instruction; Syntax; Teacher Student Relationship; *Writing
(Composition); *Writing Evaluation
IDENTIFIERS- Teacher Talk

The guide offers instructors a system for responding to their English-as-a-Second-Language (ESL) students' writing, and is designed to accompany an ESL student guide to editing. It include information on how to: respond as a collaborator and constructive critic; respond to content; respond to sentence-level errors; assign grades; help students conduct their own error analysis and benefit from instructor feedback on content and sentences; and design grading standards. A set of 15 grading symbols that can be used to respond to sentence errors accurately, clearly, consistently, and selectively is provided. Background information on theory underlying second language learning and writing instruction is presented to support each step in the evaluation/feedback process. Sample student papers, notes on developing written grading standards, and an answer key to exercises in the student editing guide are also included. Contains 72 references in general and categorized bibliographies. Contents are indexed. (MSE)

Drawing on Narratives To Create Individual Portraits of
Informants.

PUB DATE- Jan 95
NOTE- 14p.; Paper presented at the International Qualitative Research in Education Conference (Athens, GA, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; *Careers; *Case Studies; College Choice; College Students; Conferences; *Employment Opportunities; Graduate Study; Higher Education; Interviews; Majors (Students); Personal Narratives; Place of Residence; Qualitative Research; Questionnaires; Research Methodology; *Student Attitudes; Student Characteristics; *Studio Art

This study examined the attitudes of junior and senior studio art majors toward their education and choice of school through analysis of questionnaires completed by 22 students, fieldnotes, and in-depth interviews with 6 students. Students were also questioned concerning what connection they saw between their matriculation and their expectations for the future. The study design was a holistic single-case study with the whole group of respondents being the unit of analysis. It contrasted a general group picture created using a general categorical analysis with individual profiles developed through approaching the same data as narrative. This analysis showed that although the respondents were complimentary about the high quality of their art education, their main reasons for choosing to attend the particular institution were proximity to home and relatively low tuition. The analysis also showed that many of the respondents were expecting to have a difficult time after graduation, trying to accomplish the multiple goals of getting admitted to a graduate art program, becoming a practicing artist, and finding a survival job. Profiles of three students interviewed demonstrate the study's methodology and findings. (CK)

indicates they generally agreed with the audit's recommendations. (CK)

ED 398 806 HE 029 404

Santiago, Anna M.; Einarson, Marne K.

The Graduate Experience in Engineering and the Physical Sciences: Gender and Ethnic Differences in Initial Expectations and Departmental Incorporation.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.

PUB DATE- 8 Apr 96

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Academic Persistence; Anglo Americans; Careers; *College Outcomes Assessment; *Engineering Education; *Ethnic Groups; Expectation; Foreign Students; Grade Point Average; Graduate Students; Higher Education; Institutional Evaluation; Interpersonal Relationship; Longitudinal Studies; Married Students; Minority Groups; *Physical Sciences; *Sex Differences; *Student Attitudes; Student Educational Objectives

This study examined the relative impact of both student-driven and institutional factors on anticipated academic and career outcomes among first-year graduate students. The study addressed two primary questions: (1) whether significant gender and ethnic differences exist in the academic credentials, expectations, and degree of incorporation within graduate departments among first-year graduate students; and (2) which factors account for differences in expected academic and career outcomes. The study used data from a longitudinal study tracing the educational and career outcomes of the Fall 1995 entering cohort of 289 graduate students in engineering and the physical sciences. Findings indicated there were relatively few differences in the academic credentials, self-confidence, or expectations about their departments and faculty among the first-year students in these fields. There were significant differences in Anglo and minority student perceptions about the roles that gender and ethnicity play in academic outcomes. However, gender and race were not significant predictors of anticipated academic outcomes. International students expected higher grades, but anticipated lower earnings and more difficulty finding jobs than U.S. counterparts. Married students expected to finish earlier than non-married counterparts and anticipated higher wages upon degree completion. Two significant predictors for lower expected grade point averages were upper class status and student perception of race as liability. (Contains 64 references.) (CK)

ED 398 807 HE 029 405

Ward, Kelly
Service-Learning and Student Volunteerism: Reflections on Institutional Commitment.
PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Case Studies; Change Strategies; College Faculty; College Students; Community Colleges; *Educational Finance; *Educational Objectives; Higher Education; *Institutional Role; Interviews; *Leadership Responsibility; Private Colleges; Public Colleges; Questionnaires; *Service Learning; State Universities; Tribally Controlled Education; Volunteers

This study examined institutional support for service-learning within the framework of service-learning as a part of the national agenda for higher education since the late 1980s. This investigation addressed three concerns: (1) how campus administrators support (or fail to support) service-learning on their campus; (2) how different groups (e.g., faculty, staff, community agencies, students) perceive the support for service on their campus; and (3) what barriers and supports promote service-learning and volunteerism on campus. Five case studies were completed using individual interviews, student focus groups, and document analysis involving students, faculty, service-learning staff, community service agency personnel and administrators at five different institutional types: a community college, a tribally controlled college, a four-year public liberal arts college, a four-year private liberal arts college, and a state university. Findings indicated the faculty role in advancing service was tenuous and varied significantly by campus. Lack of funding was mentioned frequently as a barrier to effective implementation of service-learning. All the senior administrators interviewed gave great verbal support to service-learning, although actual supporting activity varied greatly by campus. Recommendations urge involvement of administrators, faculty, and students in planning for service-learning; clear articulation concerning integration of service-learning and volunteerism; and integration of service into institutional structures. (Contains 12 references.) (CK)

ED 398 808 HE 029 406

Necessary, James R.; Wilhite, Stephen C.
Effects of a Cooperative Learning Strategy on Academic Achievement and Personal and Social Attributes in an Introductory College Computer Course.
PUB DATE- 9 Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Affective Behavior; Business

ED 398 826 HE 029 447

Cahalan, Margaret; And Others
Fall Staff in Postsecondary Institutions, 1993. E.D. Tabs.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 179p.; For 1991 survey, see ED 380 015.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; College Administration; *College Faculty; Colleges; Community Colleges; Educational Trends; *Employment Patterns; Employment Statistics; Full Time Faculty; *Institutional Characteristics; Part Time Employment; Part Time Faculty; *Postsecondary Education; Professional Personnel; Research Assistants; *School Personnel; Sex Differences; Surveys; Tables (Data); Teacher Characteristics; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents 12 tables and 19 figures of data about staff employed by 8,861 postsecondary institutions at the four-year, two-year, and less than two-year levels in the 50 states and the District of Columbia in the fall of 1993, using data from the Integrated Postsecondary Education Data System (IPEDS). The data indicate the number of staff employed by postsecondary institutions by staff categories such as faculty, managers, and research assistants, and by personal characteristics such as full-time/part-time employment status and sex. Data are presented by level and control of institution, employment status, race/ethnicity, sex, primary occupation, faculty tenure status, faculty rank, and new hires. Highlights of the data are outlined in three areas: (1) overview of staff in postsecondary and higher education institutions, (2) faculty growth, distribution, rank and tenure in institutions of higher education, and (3) new hires in institutions of higher education. Among these highlights were: there were about 2.7 million employees in postsecondary institutions in 1993, about 2.1 percent of the total U.S. labor force; there has been growth in the percent of faculty in two-year institutions and in those working part-time; and there was a substantial decline in the full-time new hires over the previous year. Six appendices include additional tables for postsecondary institutions and institutions of higher education, technical notes on the survey methodology, the survey questionnaire, and a glossary. (KG)

ED 398 827 HE 029 448

Lowe, Ida B., Ed.; Johnson, Beth Hillman, Ed.
Collective Bargaining in Higher Education and the Professions. Bibliography No. 22.
PUB DATE- Jan 94
NOTE- 98p.; For the previous year's edition, see ED 376 774.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Allied Health Occupations; Athletics; *Collective Bargaining; College Administration; College Faculty; Colleges; Community Colleges; *Faculty College Relationship; *Higher Education; Nurses; *Professional Occupations; Teacher Rights

This bibliography of 886 citations is an annual accounting of the

ED 398 847 HE 029 468

Population Trends for Washington State. 1995.
PUB DATE- Oct 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; Business; Change Agents; College Students; Correctional Institutions; *Demography; Divorce; Ethnic Distribution; Higher Education; Income; Institutionalized Persons; Marriage; Migration; Military Personnel; Nursing Homes; Older Adults; Population Growth; *Population Trends; *Predictive Measurement; Prisoners; Racial Distribution; *Sociocultural Patterns; Statistical Data; Tables (Data); *Trend Analysis
IDENTIFIERS- *Washington

This document provides tables and figures of current demographic data for the state, counties, cities, and towns of Washington. The report is divided into two main sections: (1) "State, County, City Populations"; and (2) "Selected Estimates and Information". Section 1 presents such data as: population change and net migration for 1950-1993; percent of population growth by region for 1970-1995; components of population change for 1910-1995; population of cities, towns, and counties for 1990 to 1995; rank of cities and towns by 1995 population size; housing units by structure type for cities, towns, and counties; Section 2 contains such data as: percent of county population 65 and over; selected institutional facility populations by county for 1980 and 1990-95; resident armed forces personnel by county for 1980 and 1990-95; median household income by county for 1989 to 1995; fertility rate for 1930 to 1995; intercensal population estimates by county and by city by county for 1980 to 1990; 1990 U.S. census figures by racial categories and Hispanic origin by county; and population estimates by racial categories and Hispanic origin for 1991-1994. Section 2 also contains a list of Washington State Data Center/Business and Industry Data Center organizations and contacts. (CK)

ED 398 848 HE 029 469

Public University Baccalaureate Follow-Up Surveys of the 1994 Graduates. State of Illinois, Board of Higher Education.
PUB DATE- 4 Sep 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; *College Outcomes Assessment; Comparative Analysis; *Degrees (Academic); Employment; Females; *Followup Studies; Graduate Surveys; Higher Education; Hispanic Americans; Job Placement; Males; Statistical Data; Tables (Data); *Vocational Followup; Whites
IDENTIFIERS- *Illinois

This paper summarizes results of followup-surveys of 1994, 1991, 1988, and 1984 graduates of Illinois public universities to determine whether baccalaureate graduates found jobs; to what extent they pursued additional education; whether they found work in areas related to their majors; and how satisfied they were with both the university and their undergraduate majors.

ED 398 865 IR 018 042

Garfield, Gary M.; McDonough, Suzanne
NetAmerica: Travel the 50 States on the Information Highway.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Computer Networks; Computer Uses in Education; Elementary Secondary Education; *Information Sources; *Internet; *Learning Activities; Online Searching; *Social Studies; Student Projects; Telecommunications; *World Wide Web
IDENTIFIERS- Equipment Needs; Navigation (Information Systems); *Technology Integration; *United States

This book, designed for grades four through eight, is a telecommunications resource that reviews and defines essential Internet terms, looks at critical goals of telecommunications, explains the role of the Internet as it relates to the curriculum, and provides teachers and students with a "road map" to electronic information for each of the 50 United States. The introduction discusses benefits of the Internet for education; equipment needs; accessing the Internet; navigating the monitor; searching Internet sites; and planning, procedural, and assessment suggestions for networking projects. Each state-specific entry includes four annotated listings of Uniform Resource Locators (URLs) to World Wide Web sites highlighting that state's geography, geology, agriculture, industry, cultural and ethnic history, or tourist attractions. Following the listed sites for each state are several student activities that will enhance the Internet journey. An appendix includes a partial list of journals, organizations, and other resources that may prove useful when integrating the Internet or other technology into the curriculum. (AEF)

ED 398 866 IR 018 043

Offutt, Elizabeth Rhodes; Offutt, Charles R.
Internet without Fear! Practical Tips and Activities for the Elementary Classroom.
PUB DATE- 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Educational Technology; Elementary Education; Guidelines; *Information Sources; Integrated Activities; *Internet; *Learning Activities; Online Searching; World Wide Web
IDENTIFIERS- Connectivity; Equipment Needs; Gopher; Listservs; *Technology Integration; Telnet

This book provides guidelines on how to use the Internet, discusses the educational benefits of the Internet, and includes several activities in seven subject areas for grades K-6. The book is divided into two parts: "Entering a New World" and "Integrating Internet Resources Throughout the Curriculum." The first part provides a glossary of Internet terms; explains the Internet; discusses equipment and connectivity needs; and

ED 398 884 IR 018 064

Cordes, David; Parrish, Allen
Active Learning in Technical Courses.
PUB DATE- 96
NOTE- 7p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Computer Science Education; *Cooperative Learning; *Curriculum Enrichment; Educational Innovation; *Educational Technology; *Engineering Education; *Group Discussion; Group Dynamics; Higher Education; Learning Motivation; *Learning Strategies; Teamwork
IDENTIFIERS- National Science Foundation; University of Alabama

The University of Alabama is one of seven schools participating in the Foundation Coalition, a National Science Foundation-sponsored partnership looking at educational reform within the undergraduate engineering curriculum. Participants incorporate curriculum integration, human-interface development (active and cooperative learning), and technology-enabled education. In addition to active involvement in the Foundation Coalition, the engineering department has re-structured several of its own undergraduate courses around the same concepts. This includes the re-design of classrooms as well as a shift in focus from a traditional lecture to more of an "active learning" environment. This paper looks at the active learning experience of one course, Software Development and Systems. The class is a sophomore/junior level class that meets for 75 minutes twice a week. Class time is divided between mini-lectures and team learning, in which students work in self-selected groups of four, solving problems and discussing issues for a specific set of tasks that must be completed the same day. Class performance in these exercises has been outstanding, even though the class begins at 8:00 AM, a typically difficult time to motivate students. The use of teams permits students within the course to learn how to interact effectively with other students, and begins to place the responsibility of learning on the shoulders of the student. (Author/SWC)

ED 398 885 IR 018 065

Eisenberg, Michael; Nishioka, Ann
Polyhedral Sculpture: The Path from Computational Artifact to Real-World Mathematical Object.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Design; Computer Graphics; *Computer Software Development; Computer Uses in Education; *Educational Technology; Elementary Secondary Education;

ED 398 903 IR 018 084

What's Fair? A Report on the Proceedings of the National Conference on Educational Fair Access and the New Media (Washington, D.C., June 15-17, 1994).
PUB DATE- 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Books; *Computer Uses in Education; *Copyrights; Downloading; Electronic Publishing; *Fair Use (Copyrights); Government Role; Instructional Materials; Internet; *Legal Responsibility; Multimedia Materials; Music; Publishing Industry; Reprography; Teachers; *Technological Advancement; Technological Literacy; Videotape Recordings
IDENTIFIERS- Copyright Law 1976; Educational Media Use; *Electronic Media

Under U.S. Copyright Law, there are certain circumstances in which copyrighted material can be used without permission from the copyright holder: for news reporting, criticism, research, and teaching. The existing guidelines for fair use do not, however, address issues of use arising from new developments in technology and media. This volume of proceedings is from a conference on copyright law, education-related fair use, and the new electronic media. Conference participants included copyright experts, representatives of educational institutions, and producers of copyrighted material. Keynote addresses and selected papers are included here: (1) "A New Framework for Educational Uses of Copyrighted Works" (Robert Wedgeworth); (2) "Multimedia Patent and Copyright Issues: The Need for Lawmakers to Be Multimedia Literate" (Fred T. Hofstetter); (3) "Register of Copyright Perspective" (Barbara Ringer); (4) "Department of Commerce and Patent and Trademark Office Perspective" (Bruce A. Lehman); (5) "Copyright Issues from the Perspective of an Academic Administrator" (Michael Ribaudo); (6) "Corporate Perspective" (Jon A. Baumgarten); (7) "Getting Your Music's Worth Beyond Fair Use" (Bill Mullin); (8) "Guidelines for Multimedia Productions: A Copyright Owner's View" (Bernard R. Sorkin); (9) "Association for Information Media and Equipment Perspective" (Charles Benton); (10) "Managing Intellectual Property on the Net" (Robert C. Heterick, Jr.); (11) "Use of Copyrighted Works in Multimedia: A Publisher's Perspective" (Carol A. Risher); (12) "Copyright Law: Providing Access to Information" (Charles Schneebeck); (13) "Position Statement of the Association for Educational Communications and Technology" (Hope Roland Botterbusch); (14) "Multimedia Development and Copyright Issues in the Maricopa Community Colleges" (Mary Lou Mosley); and (15) "New Media Centers Program: Forum for Research and Development of Multimedia Technologies in Education" (Kevin J. Howat). The volume also contains biographical sketches of the presenters, reports of the working committees, a summary of the open discussion on the last day of the conference, relevant sections of the 1976 U.S. Copyright Law, fair-use guidelines for books, music, and off-air videotaping, addresses of participants, and a list of suggested readings. (SWC)

ED 398 904 IR 018 086

Anyone, Anywhere, Anytime: Learning.Technologies Minnesota.US Superhighway.
PUB DATE- Mar 95

ED 398 922 IR 055 980

Ezekiel, Aaron B.
Leveraging Campus Network Capabilities at the Desktop: Helping Users Get Real Work Done or How Windows Sockets & MacTCP Changed My Life.
PUB DATE- 95
NOTE- 17p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; Computer Centers; Computer Interfaces; *Computer Networks; Computer Software Evaluation; *Computer Software Selection; *Computer System Design; Computer Uses in Education; Cooperation; Higher Education; *Information Technology; *Productivity; Technological Advancement; User Needs (Information)
IDENTIFIERS- Academic Computing; Computer Services; *Distributed Computing; License Agreements; Network Protocols; Productivity Improvement; Stakeholders; *University of New Mexico

At the University of New Mexico, stakeholders from the Computer and Information Resources and Technology (CIRT) department, Financial Systems, the Health Sciences Center, and the General Libraries, were involved in deciding on the goals of a project to replace Telnet with a suite of network middleware and productivity software on campus computer systems. Staff from each area assisted in selecting and testing the software. The primary goal was distribution of network productivity software, the initial focus being on tools used daily by most campus network users. CIRT staff, student employees, and staff from collaborating departments joined the team with these responsibilities: select desktop TCP/IP clients, review documentation, assess network performance, design automated installation, assign IP numbers, handle software licensing and distribution, prefigure the TCP/IP client software, and plan a configuration for the Campus Computer Labs. Topics include: (1) service and productivity gains; (2) selection issues; (3) the significant time and ease gains of automated installation; (4) distribution options; (5) the impact of licensing issues on productivity gains; (6) site-specific implementation; (7) testing and integrating supporting software; (8) handling Multipurpose Internet Mail Extension (MIME) attachments and compressed files; and (9) adding value for users and gauging computer center impact. A description of and manual for Mirada, an integrated collection of Internet tools created to simplify and streamline the use of network services is included. (Author/SWC)

ED 398 923 IR 055 981

McCollum, Roy
A Pretty Good Paper about Pretty Good Privacy.
PUB DATE- 95
NOTE- 11p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).

ED 398 940 JC 940 398

Shaping the Future: The Strategic Plan to 1998.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Planning; Community Colleges; *Cost Estimates; Educational Administration; Educational Facilities; *Educational Facilities Improvement; *Educational Improvement; *Institutional Mission; *Organizational Objectives; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

Representing Phase I of the planning process at Westchester Community College (WCC), in New York, this plan sets forth a vision and a framework for college-wide action related to academic, administrative, facilities, and budgetary planning to 1998. Following a list of planning committee members, an introduction describes the process used to prepare the strategic plan and its purposes. The next sections provide WCC's mission statement and list the following eight strategic planning goals: (1) increasing the college's flexibility to provide academic programs to the community; (2) expanding facilities; (3) increasing and developing the clerical and professional support staff; (4) upgrading and modernizing equipment and technological support systems; (5) enlarging and enhancing developmental education; (6) expanding and enhancing student services support systems; (7) recruiting and serving the needs of a changing population; and (8) continuing to examine and change, where appropriate, administrative structures and processes. next section details specific subgoals for these planning goals for the divisions of student services, information systems, academic affairs, the WCC Foundation, college community relations, evening services, community affairs and continuing education, and administrative services. Finally, the estimated costs of the strategic plan for each of the eight divisions are described. (TGI)

ED 398 941 JC 940 576

Gudan, Sirkka
Underprepared Students: Challenges Facing College Faculty.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Classroom Techniques; Community Colleges; *Developmental Studies Programs; Educationally Disadvantaged; *High Risk Students; Outcomes of Education; Psychology; Reading Instruction; *Study Skills; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Schoolcraft College MI

There has been a significant increase in the numbers of underprepared students entering colleges and universities. At Schoolcraft College, in Michigan, data consistently indicate that large percentages of students score below college level in reading, writing, and mathematics skills. Classroom techniques that can help faculty better meet the needs of underprepared students include "uncovering" the curriculum by providing

ED 398 959 JC 960 475

A Need Answered: An Executive Summary of Recommended Accountability Reporting Formats.
PUB DATE- 96
NOTE- 24p.; Prepared by the Joint Commission on Accountability Reporting.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; College Outcomes Assessment; Community Colleges; *Cooperative Programs; *Evaluation Methods; Higher Education; *Institutional Research; *Outcomes of Education; Placement; Reports; Student Costs; Two Year Colleges; Universities

Increasingly, community colleges and universities are called upon to provide comparable information on their students despite differences in institutional mission and student attendance patterns. To help colleges and universities respond to this need, the Joint Commission on Accountability Reporting was formed to develop uniform reporting formats. The Commission developed reporting conventions related to student advancement toward completing educational goals, costs, graduation rates, and transfer rates for all institutions and programs, as well as conventions related to licensure pass rates, placement rates, and full-time employment in related fields for vocational, occupational, and professional programs. In general, the main goal of the conventions is to make the reports easy to understand by the general public. In communicating student charges and costs, colleges should provide information on costs beyond tuition, as well as on available financial aid. Information on student advancement should include program completion, transfer, and graduation rates, incorporating part-time, stopout, and transfer enrollment into the whole enrollment picture. Finally, in reporting placement and full-time employment rates, colleges should use either the unitary method, collecting information on individual students through state employment records, or surveys of graduate cohorts. Sample tables for student costs, advancement, and placement and employment outcomes are included. (HAA)

ED 398 960 JC 960 478

Axelson, Rick; Torres, David
RCCD Student Success Study, 1994-95. Final Report.
PUB DATE- Jul 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; College Attendance; Community Colleges; Dropout Attitudes; *Dropouts; *Enrollment Management; *School Holding Power; *Student Attrition; Student Characteristics; Student Needs; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Riverside Community College CA

To gather data on factors associated with the withdrawal of first-time students before they achieved their educational goals, Riverside Community College (RCC), in California, conducted a study of 742 students who were attending RCC for the first time

ED 398 977 JC 960 535

Sarkar, Gerlinde
Factors Affecting Retention of First-Year Certificate and Diploma Students. SIAST Retention Study.
PUB DATE- Feb 93
NOTE- 79p.; For a 1995 longitudinal study of the 1991 cohort, see JC 960 537.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Enrollment Influences; Foreign Countries; High Risk Students; *Labor Market; *School Holding Power; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Technical Institutes; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

In fall 1991, the Saskatchewan Institute of Applied Science and Technology (SIAST), conducted a study to determine factors affecting retention and to identify students facing higher risk of non-completion. Specifically, the study sought to determine the effects of selected student characteristics and attitudes, as well as labor market conditions, on student persistence. Data were collected in two stages. First, surveys were distributed to all 2,822 first-year certificate/diploma students in October 1991, responses were received from 1,557 (55%). In the second stage, follow-up questionnaires were sent in June 1991 to the original respondents, and responses were received from 720 students, of whom, 105 identified themselves as non-completers after their first year. Study findings included the following: (1) compared to completers, non-completers were more likely to be disabled, of aboriginal ancestry, married, females with dependent children, employed, and older; (2) non-completers were less certain about career goals than completers, expressed less goal commitment, and set lower final goals; (3) for all students, high employment rates in particular sectors were related to higher rates of student attrition; (4) 40% of all respondents were 20 years of age or younger, 53.7% were female, and 4.9% identified themselves as disabled; and (5) 93.7% of all students indicated that they were satisfied or very satisfied with their experience at SIAST. Contains 62 references. The survey instruments are appended. (HAA)

ED 398 978 JC 960 537

Sarkar, Gerlinde
SIAST Longitudinal Study.
PUB DATE- Jul 95
NOTE- 40p.; For the 1991 retention study, see JC 960 535.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Enrollment Influences; Followup Studies; Foreign Countries; Longitudinal Studies; *Outcomes of Education; *Student Attitudes; *Student Behavior; *Student Characteristics; *Student Educational Objectives; Technical Institutes; Two Year Colleges
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

In 1991, the Saskatchewan Institute of Applied Science and Technology (SIAST) initiated a study of factors affecting

ED 398 995 PS 023 024

Kramer, Patricia; Frazer, Linda
The Dynamics of Relationships: A Guide for Developing Self-Esteem and Coping Skills for Preteens and Young Children. Teacher Manual.
PUB DATE- 94
NOTE- 237p.; For a related document, see ED 339 945.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Antisocial Behavior; Classroom Techniques; Communication Skills; Coping; Daily Living Skills; *Interpersonal Competence; Preadolescents; Prosocial Behavior; *Self Esteem; Self Evaluation (Individuals); *Social Adjustment; Social Cognition; Social Influences; *Social Problems; Young Children

This book constitutes the teacher's manual for "The Dynamics of Relationships," a program designed as a preventive approach to the many social problems affecting young people and their families today. The book notes that the major causes of young people acting in negative and destructive ways include low self-esteem, poor communication skills, inadequate coping skills, unrealistic expectations about relationships, and misunderstanding of gender roles. The program's objectives are to help students develop and maintain: (1) a strong and secure self-image; (2) effective communication skills that enable them to deal with anger and conflict on a safe level; (3) strong coping skills that will allow them to better handle disappointment, rejection, and loss; (4) realistic expectations about the complexity of adult roles, relationships, marriage, parenting, and family life; and (5) a clearer understanding of the commitment, flexibility, and dedication necessary to make relationships work (friendship, parent-child, love, marriage, parenthood, employee). The manual contains the program's student text in its entirety. There are various activities within each chapter, plus review and discussion questions at the end of each chapter. Also included are various experiential exercises and teacher activities that can be used in conjunction with each chapter, as well as a list of songs, resource materials, and contacts. (AA)

ED 398 996 PS 023 025

Kramer, Patricia; Hockman, Fyllis, Ed.
The Dynamics of Relationships: A Guide for Developing Self-Esteem and Coping Skills for Teens and Young Adults. Teacher Manual Books 1 and 2.
PUB DATE- 94
NOTE- 631p.; For previous version, see ED 339 946; for manual on preteens and young children, see PS 023 024.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Antisocial Behavior; Communication Skills; Conflict Resolution; Daily Living Skills; *Interpersonal Competence; *Learning Activities; Marriage; Peer Relationship; Preadolescents; *Self Esteem; Self Evaluation (Individuals); Sex Role; Sexuality; *Social Adjustment; Social Cognition; Social Influences; Social Problems; Violence

ED 399 013 PS 024 326

International High/Scope Registry Conference Proceedings (Ypsilanti, Michigan, May 8-11, 1996).
PUB DATE- 96
NOTE- 244p.; For 1994 proceedings, see ED 383 406.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Active Learning; Behavior Modification; Classroom Techniques; Conflict Resolution; *Curriculum Development; Early Childhood Education; Emergent Literacy; Foreign Countries; Freehand Drawing; *High Risk Students; Language Arts; Motion; Motor Development; Multicultural Education; Music; Painting (Visual Arts); Parent Student Relationship; Parent Teacher Cooperation; Play; Professional Development; Special Needs Students; Story Telling; *Student Centered Curriculum; Teacher Student Relationship
IDENTIFIERS- China; *High Scope Model; Multiple Intelligences; Project Head Start; Romania

These conference proceedings provide summaries of 66 presentations on various aspects of the High/Scope active learning approach for high-risk students, as well as related topics. Topics addressed include: (1) real-life problem solving; (2) songs in daily routines; (3) open-ended art materials; (4) transition strategies; (5) recall ideas for special young learners; (6) adapting child interests into classroom activities; (7) outside play; (8) active learning and High/Scope approach for children with disabilities; (9) plan-do-review process; (10) proposal writing; (11) conflict resolution; (12) infant and toddler temperaments and exploration; (13) meeting parents' educational expectations; (14) integrating language arts; (15) developing emerging literacy goals; (16) using children's perceptions in center evaluation; (17) play; (18) computerized Child Observation Record (COR); (19) High/Scope program beyond grade three; (20) adult-child interaction; (21) painting and drawing; (22) storytelling; (23) new activity possibilities; (24) motor control; (25) behavior modification; (26) classroom transition; (27) parent child and parent teacher roles; (28) multicultural perspective in education; (29) Chinese and Romanian cultural activities; (30) Training of Trainers (TOT) project; (31) High/Scope Program Implementation Profile (PIP); (32) High/Scope at home; (33) Head Start staff development; (34) curriculum models; (35) observation/feedback; (36) multiple intelligences; (37) re-endorsement assessment strategies; (38) positive reinforcement; (39) movement and music series; and (40) small group activities. (SD)

ED 399 014 PS 024 335

McNamee, Abigail S.
Children as Passive Victims of War: When an Environment in Chaos Stretches the Bonds of Caregiving.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Caregiver Child Relationship; *Caregiver Role; Child Caregivers; Child Health; Child Psychology; Children; Child Welfare; Coping; *Defense Mechanisms; Emotional Response;

ED 399 031 PS 024 421

Fenwick, Elizabeth; Smith, Tony
Adolescence: The Survival Guide for Parents and Teenagers.
PUB DATE- 96
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescent Literature; *Adolescents; Adults; Conflict Resolution; Emotional Development; *Family Relationship; *Parent Child Relationship; Parent Influence; Parent Materials; *Parent Role; Parents; Physical Development; Problem Solving; Puberty; Sexuality
IDENTIFIERS- *Adolescent Attitudes; Case Histories; Dialogue Boxes; Quotations

This guide is aimed at easing the transition from childhood to and through adolescence for both children and their parents. Supplementing the topics covered in the work are data gathered from a questionnaire study of 100 adolescents on their opinions of the areas studied in the guide. Part one of the book, "Milestones of Adolescence," covers physical development and growing up. Part two, "Learning to Live Together," focuses on families, feelings, communication, arguments, rebellion, freedom, and morale. Part three, "The Adolescent and the Outside World," covers friends, social life, free time, sexuality, school, money concerns, and transition to adulthood. Part four, "The Adolescent in Trouble," includes families in crisis, risks, recklessness, behavioral problems, emotional problems, and health concerns. The guide is uniquely organized and contains: (1) pages directed at parents and teens; (2) topics parents and teens disagree about; (3) areas of concern for parents; (4) problem solving dialogue boxes; (5) quotes from adults and adolescents; (6) case histories about problems and possible solutions; (7) questionnaires to help parents and teens assess their feelings; (8) comments on how to deal with specific situations; and (9) tables of information and data. (SD)

ED 399 032 PS 024 422

White, Kathleen
Building Cultural Competence: A Blueprint for Action.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE- Sep 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biculturalism; *Change Strategies; *Cultural Awareness; Cultural Differences; Culture; Ethnic Groups; Health Education; Intercultural Programs; Minority Groups; *Multicultural Education; Program Improvement; Workshops
IDENTIFIERS- *Cultural Competence; Cultural Experience; Cultural Sensitivity; Washington

ED 399 049 PS 024 468

Creaser, Barbara; Dau, Elizabeth
The Anti-Bias Approach in Early Childhood.
PUB DATE- 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Androgyny; Bilingual Students; *Classroom Environment; *Cultural Differences; Culturally Relevant Education; *Cultural Pluralism; Dialects; Disabilities; Early Childhood Education; Foreign Countries; Holidays; Intercultural Communication; Males; Multicultural Education; Parent Participation; Parent School Relationship; Program Development; Role Models; Sex Discrimination; Sex Fairness; Sex Role; *Social Bias; Staff Development; Story Telling; Teacher Attitudes; Young Children
IDENTIFIERS- Antibias Practices; Australia; Christmas; *Diversity (Student); Dolls; Festivals; Multicultural Materials

This book on an anti-bias approach to early childhood education addresses aspects of diversity such as gender, race, and language within Australian society and provides strategies for working with families and staff to challenge existing attitudes and practices. Key features of the book include case studies showing anti-bias principles in action, questions for discussion and references at the end of each chapter, and a glossary of key terms. The chapters are: (1) "Children and Bias" (Anne Glover); (2) "Creating an Anti-Bias Environment" (Rosemary Green); (3) "Cultural Diversity" (Mary Vajda); (4) "The Gender Factor" (Glenda MacNaughton); (5) "Responding to Special Needs" (Anne Palmer); (6) "Linguistic Diversity" (Leonie Arthur); (7) "Exploring Families; The Diversity and the Issues" (Elizabeth Dau); (8) "Cross-Cultural Challenges in Early Childhood Education" (Emione Emmy Kiriakou); (9) "'Men Should Not be Asked to Play Nursemaid to Young Children': Bias in the Workplace" (Margaret Clyde); (10) "Persona Dolls" (Ana Maria Hanley); (11) "Festivals, Holidays, and Community Celebrations: Do They Still Have a Place in Early Childhood Programs?" (Sally Barnes); (12) "Empowering Adults--A Personal Experience" (Veronica Johns); (13) "Parent and Family Focus: An Essential Ingredient" (Anne Stonehouse); (14) "Staff Development: Dealing with Diversity" (Barbara Creaser); and (15) "Developing an Anti-Bias Approach in Program Planning" (Anne Paul). (KDFB)

ED 399 050 PS 024 469

Fleer, Marilyn, Ed.
Play through the Profiles: Profiles through Play.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Art Education; Curriculum Development; Dramatic Play; Early Childhood Education; English Instruction;

ED 399 067 PS 024 502

Williams, Edith; And Others
Grandfather Involvement in Childrearing and the School Performance of Ojibwa Children.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Child Rearing; Children; *Chippewa (Tribe); Family (Sociological Unit); *Grandchildren; *Grandparents; Interpersonal Competence; Social Development
IDENTIFIERS- Bay Mills Indian Reservation MI; *Grandparent Grandchild Relationship; Michigan

Nineteen Ojibwa families with 3- to 11-year-olds from Bay Mills reservation in Michigan were studied to identify: (1) the relationship between quantity and quality of grandfather involvement in their grandchild's rearing and the grandchild's academic and social functioning; and (2) antecedents to this involvement. Quantity of grandfather involvement was assessed using a modified version of the Paternal Involvement in Child Care Index. Quality of grandfather nurturance was assessed with a modified version of the Parent Perception Inventory. Children's academic functioning was measured through grades, teacher evaluations, and the Otis-Lennon School Ability IQ Test. For social functioning, teachers completed the Child Behavior Check List and the American Indian Adaptive Functioning Check List. Findings indicated that father's perception of a higher level of grandfather involvement in childrearing was related to higher language report card grades and higher teacher ratings of the child as a future community leader. Overall, perception of a higher quantity of grandfather childrearing was related to higher boys' science and math grades and teacher ratings of the child as less self-destructive. The greater the amount of time the grandfather spent as primary caregiver, the better the child's social functioning in areas believed important to Native American populations. Grandfathers who were working and healthy spent more time as primary caregivers than unemployed or unhealthy grandfathers. Mothers' reports of higher grandfather nurturance may be associated with lower Otis-Lennon IQ scores. Fathers' reports of higher grandfather nurturance may be associated with higher language grades. (Contains 42 references.) (KDFB)

ED 399 068 PS 024 503

Williams, Edith; And Others
Paternal Involvement in Childrearing and the School Performance of Ojibwa Children: An Exploratory Study.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Child Rearing; *Children; *Chippewa (Tribe); Family (Sociological Unit); *Fathers; Interpersonal Competence; *Parent Child Relationship; Parent Influence; Parent Role; Social Development
IDENTIFIERS- Bay Mills Indian Reservation MI; Michigan; Paternal Involvement in Child Care Index

Seventeen Ojibwa families were examined to identify: (1) the relationship between quantity and quality of father involvement

ED 399 085 PS 024 549

Erlbach, Arlene
The Families Book: True Stories about Real Kids and the People They Live with and Love.
PUB DATE- 96
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Adopted Children; Adoptive Parents; *Children; Divorce; *Family (Sociological Unit); Family History; Family Influence; Family Needs; Family Problems; Family Relationship; Family Role; Family Size; Family Structure; Fathers; Folk Culture; Grandparents; Group Homes; Home Management; Homosexuality; Intermarriage; Kinship; Minority Group Children; Minority Groups; Mothers; *Personal Narratives; Problem Solving; Remarriage; Siblings

Recognizing the great variety of families in which children live, this book for children in upper elementary grades and their parents and teachers illustrates that variety through children's personal narratives about their families and descriptions of family activities. Section 1, "Families," presents the narratives of children ages 8 to 18 years about their families and what makes them unique. Families represented include those with stepsiblings and stepparents, divorced or unmarried parents, parents with different religious beliefs or racial backgrounds, parents of the same gender, families with adopted children, families with relatives in other countries, family members with disabilities, families living in group homes, families with crises, families with several children, and families with several generations living together. Section 2, "You and Your Family," contains activities that children can do with their families, including making a family tree and family history scrapbook; preserving special moments in the family history by creating family timelines, quilts, photo sculptures, shadow boxes, and time capsules; identifying and developing family traditions; settling problems and making decisions at family meetings; and finding ways to maintain relationships with extended family members. A Family Tree Chart and a survey for children on family members concludes the book. (KDFB)

ED 399 086 PS 024 550

Bennathan, Marion; Boxall, Marjorie
Effective Intervention in Primary Schools: Nurture Groups.
PUB DATE- 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Affective Behavior; Behavior Problems; Compensatory Education; Developmental Delays; Disabilities; Disability Identification; Disadvantaged; Disadvantaged Youth; Early Intervention; *Elementary Education; Emotional Adjustment; Emotional Development; Emotional Experience; Emotional Problems; *High Risk Students; Incidence; Inclusive Schools; Mainstreaming; Parent Participation; Regular

ED 399 102 RC 020 596

Small Schools Network. SSTA Research Centre Report #95-09.
PUB DATE- Nov 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Boards of Education; Delivery Systems; Distance Education; Educational Finance; Elementary Secondary Education; Foreign Countries; *Networks; Rural Schools; School Size; *Small Schools; *State School District Relationship
IDENTIFIERS- *Saskatchewan

Representatives of Saskatchewan school boards have formed the Small Schools Network, which met three times in 1995 to share ideas regarding small schools. This first report from the Small Schools Network articulates significant concerns and questions related to education in small schools. Unclear definitions of the small school present a barrier to communication, research, and planning. The Saskatchewan provincial funding formula includes enrollment and location factors, but the resulting definition of smallness is not practical or consistent for the Network's purposes. Smallness is less challenging to elementary and middle schools, which often group students in nontraditional ways. On the other hand, secondary school size may be categorized according to provision of curriculum: as enriched, full-service, and basic schools. Network participants expressed concern over the struggle of small schools to meet new provincially defined education expectations, which have not been accompanied by corresponding support for program delivery. In addition, reliance on distance education and technological innovation required more time, resources, and leadership than were currently available. Network participants also identified the unique context of educational delivery in small schools; questioned the academic, social, and physical effects on students of busing; voiced concerns about school consolidation and the uncertainty of educational governance in Saskatchewan; expressed optimism about the impact of integrated services on small schools; stated that rural-urban differences in educational costs had not been satisfactorily addressed; and pointed out financial dilemmas of small schools due to a shift in funding from the province to the local tax base over the past decade. (SV)

ED 399 103 RC 020 597

Coping Mechanisms Used by Rural Principals. SSTA Research Centre Report #95-13.
PUB DATE- Nov 95
NOTE- 34p.; Summary of a Master's Thesis, "Coping Mechanisms Used by Rural Principals in Saskatchewan in Response to Stressful Events," by Richard Buettner.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Behavior; *Coping; Elementary Secondary Education; Foreign Countries; *Principals; *Rural Schools; Small Schools; *Stress Management; Stress Variables
IDENTIFIERS- Saskatchewan

A survey examined the use of coping mechanisms by rural

ED 399 119 RC 020 713

Seekins, Tom
Rural and Urban Employment Patterns: Self-Employment As a Metaphor for Rural Vocational Rehabilitation.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demography; *Disabilities; Employment Opportunities; *Employment Patterns; Employment Statistics; Entrepreneurship; Income; Labor Force; Rural Areas; Rural Population; *Rural Urban Differences; *Self Employment; Urban Areas; *Vocational Rehabilitation
IDENTIFIERS- Employees with Disabilities

This report examines the use of self-employment as a vocational rehabilitation option in rural areas. Self-employment is one of the fastest growing employment opportunities, as evidenced by the approximately 15.6 million people who reported being self-employed in 1990. Data from the 1980s comparing employment patterns in rural and urban areas indicate that participation in the labor force was lower in the rural nonfarm population than in either farm or urban populations; service-related jobs accounted for over half of all rural employment; rates of self-employment were significantly higher in rural than in urban areas; a greater proportion of people who reported a work disability lived in nonmetropolitan areas; people with disabilities were more likely to be unemployed; and disabled workers generally earned less than their counterparts with no disability. Self-employment is a legitimate vocational rehabilitation closure. Yet, of the 214,229 closures reported nationwide in 1988, only 4,871 of them were to self-employment. An examination of the closure rate of self-employment for each state indicates that this practice was significantly more likely in rural than in urban states. However, the variability across states is wide as some rural states have relatively low rates of self-employment closures. This report concludes that self-employment provides an option for people living in rural areas, particularly for people with a work disability. Contains nine data tables. (LP)

ED 399 120 RC 020 714

Arnold, Nancy L., Ed.
Self-Employment in Vocational Rehabilitation: Building on Lessons from Rural America.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 96
NOTE- 81p.; Diskette not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- *Disabilities; *Employment Opportunities; Employment Patterns; Entrepreneurship; Independent Living; Labor Market; *Rural Areas; *Rural Development; *Self Employment; Small Businesses; Social Agencies; State Programs; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Counselors

This monograph includes eight articles that examine self-

ED 399 140 SE 057 734

Academic Science and Engineering R&D Expenditures, Fiscal Year 1993. Detailed Statistical Tables.
PUB DATE- 95
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Budgets; *Educational Finance; Engineering; Higher Education; *Research and Development; Sciences; Surveys; Tables (Data)

The data presented in this report were compiled from the National Science Foundation's (NSF) fiscal year 1993 Survey of Scientific and Engineering Expenditures at Universities and Colleges. Surveyed are science and engineering expenditures for separately budgeted research and development. Terms used in institutional accounting procedures are incorporated throughout the tables. Data were collected from 659 institutions of higher education in the United States and Outlying Areas, resulting in a 96.8% response rate. Also, forms were received from 19 federally funded research and development centers. Seventy-four detailed statistical tables are included in this report. Data are categorized on the basis of field, source of funds, geographic distribution, expenditure amount, and institution. Contains university-administered federally funded research and development centers and survey instruments. (JRH)

ED 399 141 SE 057 910

Horton, Robert L.; And Others
Soils Alive! From Tiny Rocks to Composting. Cycling Back to Nature.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (DOA), Washington, DC.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demonstrations (Science); Elementary Secondary Education; Environmental Education; *Natural Resources; Science Activities; *Soil Conservation; *Soil Science
IDENTIFIERS- Environmental Action; Environmental Awareness

This environmental sourcebook contains activities focusing on the living and nonliving components of soil and their relationship to the earth's natural cycles. The materials contained in this guide are for use with youth ages ten and older and are designed to stimulate a sense of stewardship for the environment through group discussion, role playing, experimentation, demonstration, and simulation. The material starts with the tiny rocks and other inorganic materials found in the soil. From there the curriculum progresses through organic materials, interdependencies, and composting. The five chapters are: (1) "Rocky Beginnings: Soil's Non-Living Components"; (2) "Soil Boosters: Soil's Organic Components"; (3) "Don't Eat Those Mudpies: Soil's Living Components"; (4) "From Soil to Supper: Our Reliance on Soil Organics"; and (5) "Cycling Back to Nature: With Organic Residue." Contains a brief resource list and glossary. (JRH)

ED 399 167 SE 058 848

The Science Detectives.
PUB DATE- May 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Astronomy; Cooperative Learning; Elementary Education; Hands on Science; Interdisciplinary Approach; Measurement; Problem Solving; *Science Activities; Science Process Skills; *Space Sciences
IDENTIFIERS- *Extraterrestrial Life

The possibility of life on other planets holds enormous fascination for people of all ages. This interdisciplinary learning kit uses that theme to launch scientific learning in young students. Through a series of hands-on activities, it directs participants to solve an outer space mystery thereby acquiring and developing scientific knowledge and skills. As participants in an exciting space adventure, students trace the travels of an astronaut and radio astronomer who is searching the solar system for the source of a mysterious radio signal. Clues provided lead young learners to explore features of the solar system, states of matter, lenses and magnification, and large-scale measurements. The kit includes a videotape that offers clues and shows the progress of the adventure, and a color poster that illustrates key concepts. These sequential, interdisciplinary science activities present pivotal science concepts, forge links between disciplines, and teach students the real-life methods of science. By constructing a variety of models, students acquire and sharpen their skills in attribute recognition, cooperative learning, mapping, measurement, problem solving, and the scientific process. (JRH)

ED 399 168 SE 058 852

Academic Science and Engineering R&D Expenditures, Fiscal Year 1994. Detailed Statistical Tables.
PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Educational Finance; Engineering; Higher Education; *Research and Development; Sciences; Surveys; Tables (Data)

The data presented in this report were compiled from the National Science Foundation's (NSF) fiscal year 1994 Survey of Scientific and Engineering Expenditures at Universities and Colleges. Surveyed are science and engineering expenditures for separately budgeted research and development. Terms used in institutional accounting procedures are incorporated throughout the tables. Data were collected from 681 institutions of higher education in the United States and outlying areas and 18 federally-funded research and development centers. Seventy-four detailed statistical tables are included in this report. Data are categorized on the basis of field, source of funds, geographic distribution, expenditure amount, and institution. (JRH)

ED 399 191 SE 058 962

Fagan, Patsy J.
1995 Implementation Status of Mathematics and Science Reform in Iowa: Based on Teachers' Concerns, Professional Activity, and Philosophical Beliefs.
SPONS. AGENCY- Iowa Mathematics and Science Coalition, Cedar Falls.
PUB DATE- 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Change; Elementary Secondary Education; *Mathematics Curriculum; *Science Curriculum

This study presents research into the reform in school curriculum programs in Iowa for mathematics and science being implemented by the National Council of Teachers of Mathematics and the National Research Council. Outcomes of the study include: (1) a status report about teachers' concerns regarding adoption of the mathematics/science curriculum reform; (2) research data regarding gender, years of teaching, educational background, level of teaching, participation in mathematics education organizations, and philosophical alignment with reform issues; and (3) feedback to curriculum directors regarding intervention strategies to assist teachers in adopting reform. Data was collected from a sample of secondary and middle school mathematics and science teachers, as well as teachers of grades K-4. A large number of mathematics teachers expressed negative attitudes toward the reform effort due in part to lack of resources and administrative support. Science teachers had more positive attitudes toward reform. Teachers active in state or national mathematics or science organizations are more successfully implementing curriculum reform and have more positive attitudes toward the effort. (AIM)

ED 399 192 SE 058 997

MacIssac, Dan; And Others
Physics 152 Laboratory Manual, 8th Edition.
PUB DATE- Aug 96
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; Data Analysis; Data Collection; *Energy; Higher Education; *Laboratory Manuals; *Measurement; *Mechanics (Physics); *Physics; Science Experiments
IDENTIFIERS- Newton Laws of Motion

This document is the laboratory manual for the Physics 152 course at Purdue University. It includes a laboratory introduction, hardware and software guide, and laboratory report guide. Labs include: (1) "Measurement Uncertainty and Propagation"; (2) "Introduction to Computer Data Acquisition and Relationships between Position, Velocity, and Acceleration"; (3) "Newton's Second Law, Work, and Kinetic Energy"; (4) "Graphical Analysis and Least Squares Fitting"; (5) "Conservation of Mechanical Energy"; (6) "Impulse and Momentum"; (7) "Rotation Dynamics"; and (8) "Simple Harmonic Motion and the Torsion Pendulum". (JRH)

ED 399 214 SO 026 841

Ito, Dee
Careers in the Visual Arts: A Guide to Jobs, Money, Opportunities, and an Artistic Life.
PUB DATE- 93
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Art; Art Education; Artists; *Career Choice; *Careers; Design Crafts; Designers; Film Industry; *Fine Arts; *Graphic Arts; Illustrations; Photography; Postsecondary Education; Secondary Education; *Visual Arts

This guide offers information on the most recent developments in art direction, film and video, the fine arts, graphic design, illustration, children's book design and illustration, industrial design, and photography. Each section first describes the career area, outlining important major fields and their subspecialties and covering their basic responsibilities, salaries, and required education and training. Twenty nine prominent professionals respond to questions with self-reflections on the satisfactions and challenges of their careers, and of how recent changes, including those in the economy and the computer revolution have affected their specific industries. The resource concludes with a list of professional organizations and an index. (MM)

ED 399 215 SO 026 842

Whitelaw, R. Lynn
Legacy of the Ancient World: An Educational Guide. Understanding Ancient Culture through Art at the Tampa Museum of Art.
SPONS. AGENCY- Arts Council of Tampa-Hillsborough County, FL.; Florida State Dept. of Education, Tallahassee.
PUB DATE- 95
NOTE- 50p.; Funding also received from the Junior League of Tampa.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Architecture; *Art; Art Education; *Greek Civilization; Junior High Schools; Museums; Mythology; Visual Arts; Western Civilization
IDENTIFIERS- *Classical Period; Florida (Tampa); Greek Vases; *Roman Civilization

Among the many contributions made by Ancient Greeks and Romans to contemporary life, are those which influence art, architecture, literature, philosophy, mathematics and science, theater, athletics, religion, and the founding of democracy. The Tampa Museum of Art's classical collection offers a unique opportunity to learn about Ancient Greeks and Romans through primary source artifacts. This booklet, which contains information and activities related to the museum collection, may be adapted for independent use with middle school level students. Suggested activities and activity worksheets are organized in 8 sections: (1) "The Classical World: Antiquities from Greece and Rome"; (2) "Life in Ancient Times: An Introduction"; (3) "Understanding the Ancient Greeks"; (4) "All

ED 399 233 SP 036 853

Texas Teacher Retention, Mobility, and Attrition. Teacher Supply, Demand, and Quality Policy Research Project. Report Number 6.
PUB DATE- May 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Faculty Mobility; Secondary School Teachers; *Teacher Characteristics; *Teacher Persistence; *Teacher Recruitment; *Teacher Supply and Demand; Teaching Conditions
IDENTIFIERS- *Texas

This report presents analyses of the retention, mobility, and attrition of the Texas teaching force in the 1992-93 school year by teacher characteristics and school conditions. The characteristics of teachers who stay in the teaching profession and those who leave are examined by gender, age, ethnicity, years of teaching experience, salary, degree held, subject area taught, and teacher test scores. School conditions of teachers who stay, move, and leave are also examined, including school level, school size, diversity, and community type. Along with providing descriptive information about teachers who stay, move, or leave from one year to the next, the relationship between Texas teacher characteristics and the length of their careers is examined. Induction and retention programs designed to increase the retention rate of new teachers are discussed in addition to recent legislation affecting teacher supply, demand, and quality. Data are summarized in 16 charts. (Contains 29 references.) (ND)

ED 399 234 SP 036 860

Silberberg, Mark; And Others
Teachers as Frontline Researchers and Policy Makers--A Midyear Perspective from the First IMPACT II Teacher Policy Institute.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Educational Change; *Educational Policy; Educational Research; Elementary Secondary Education; Group Activities; *Policy Formation; Public Schools; *Public School Teachers; School Policy; School Surveys; *Teacher Collaboration; Teacher Role; Urban Schools
IDENTIFIERS- *IMPACT II; New York City Board of Education; Teacher Researchers; *Vision Statements

The five essays included in this document focus on the First IMPACT II Teacher Policy Institute (50 New York City Public School teachers "committed to affecting real change in educational policy in this city"). "Teachers as Researchers" (Mark Silberberg) discusses the relationship between teaching and research, particularly with regard to policy formation. "The Envisioning Process" (Donna Mehle) describes the Policy Institute's experience in developing a group vision. "Teacher Policy Institute Vision Statement" (Benna Golubtchik, Donna Mehle and Linda Steinmann, Compilers) includes the following topics: the school, school and community, the process of learning, diversity, accountability, and teacher professionalism. "School-Based Survey Project" (Theresa London

ED 399 252 SP 036 907

Craft, Maurice, Ed.
Teacher Education in Plural Societies. An International Review.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Relations; Comparative Education; *Cross Cultural Training; Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; *Global Education; Higher Education; *Multicultural Education; Preservice Teacher Education
IDENTIFIERS- Australia; Canada; Great Britain; Israel; Malaysia; Netherlands; Northern Ireland; South Africa; Spain; Sweden; United States

The 13 chapters in this volume, contributed by specialists from 11 countries, deal with how best to prepare teachers to meet the needs of both minority- and majority-culture pupils who are growing up in plural societies. The chapter titles are: (1) Cultural Diversity and Teacher Education (Maurice Craft); (2) Pluralism and Australian Teacher Education (Anne Hickling-Hudson and Marilyn McMeniman); (3) Teacher Education for a Multicultural Britain (Sally Tomlinson); (4) Multicultural Teacher Education in Canada (Ratna Ghosh); (5) Practice Without Policy: Pluralist Teacher Education in Israel (Abraham Yogev); (6) Unity in Diversity: Teacher Education in Multicultural Malaysia (Molly Lee); (7) Teacher Training and Community Relations in Northern Ireland (Sean Fulton and Anthony Gallagher); (8) Teacher Education and Pluralism in South Africa (Wally Morrow); (9) Training Teachers for a Multicultural Future in Spain (Carmen Gonzalo and Maria Villanueva); (10) Teaching Education in Sweden: An Intercultural Perspective (Gunlog Bredange); (11) Teacher Education and Multiculturalism in The Netherlands (Gerard de Kruif); (12) Educating Teachers for Cultural Diversity in the United States (Ken Zeichner); and (13) Comparative Perspectives and Paradigms (Keith Watson). (MAH)

ED 399 253 SP 036 908

Johnston, Christine A.
Unlocking the Will To Learn.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Style; *Cooperative Learning; Elementary Secondary Education; Higher Education; *Integrated Curriculum; *Learner Controlled Instruction; *Learning Strategies; Teacher Education; *Teaching Methods
IDENTIFIERS- Interactive Learning Process Model

This book describes a comprehensive strategy for getting to know students learning behaviors and includes everything from theoretical constructs to projects for classroom use. Glosses direct the reader to further information on subjects discussed in the book: cognitive science, brain science, learning styles, multiple intelligences, and self-regulated learning. Practical

Education; College Freshmen; College Sophomores; *Cooperative Learning; *Group Discussion; Higher Education; Information Systems; Instructional Effectiveness; *Interpersonal Competence; Interviews; Learning Strategies; Questionnaires; Rating Scales; Student Development; *Test Results

This study was designed to assess the effects of a specific cooperative learning strategy in an introductory college business information systems course. The cooperative approach's impact on student achievement and on a number of personal and social attributes was examined. A total of 117 college sophomores and freshmen enrolled in 3 sections of an introductory business information systems course at a state university comprised the sample of 51 females and 76 males. All of the students completed three course examinations and a battery of eight measures focusing on personal characteristics. The groups differed in when cooperative learning was implemented--week 1, week 5, or week 10. The cooperative learning strategy required students to write a list of the 15 key points for each assigned chapter and consult with 3 other students who comprised their working groups followed by comparison with another group. A multivariate analysis of examination scores revealed that the cooperative learning strategy appeared to facilitate performance on course examinations. However, comparison of time of administering the personal characteristics measures and course section suggested that exposure to cooperative learning worked to discourage rather than encourage students to try to resolve controversies through thorough analysis of the disagreement. (Contains 11 references.) (CK)

ED 398 809 HE 029 407

Wesson, Linda Hampton; And Others
Cohesion or Collusion: Impact of a Cohort Structure on Educational Leadership Doctoral Students.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cooperative Learning; *Doctoral Programs; Educational Administration; Graduate Students; *Group Dynamics; Higher Education; *Interpersonal Relationship; Interviews; *Leadership Responsibility; Learning Theories; Peer Relationship; Program Evaluation; *Student Attitudes
IDENTIFIERS- *Arkansas State University; *Cohort Instructional Programs

This study explored the perceptions of students in a cohort based doctoral program in educational leadership at Arkansas State University concerning the impact of the cohort structure on their learning. The cohort groups were structured to move through the coursework as a cohesive group. The data derived from four cohorts--two who had completed the coursework, one in the middle of the work, and one just beginning the program of study. Each of 42 students was interviewed to gather opinions concerning the program. Paper-and-pencil evaluations of the doctoral program were also completed by each cohort group. Students reported a difference in the group dynamics over time, but each cohort developed its own personality. Students found that collusion shut down learning, whereas cohesion was a more literature on collective bargaining in higher education and the professions for 1993. The research design and methodology used in the preparation of this volume relied on computer searches of various data bases, as well as manual retrieval of citations not available on data bases. Sources include books, monographs, dissertations, journals, periodicals, research and conference papers, and newspaper articles and are grouped into either the faculty bibliography or the professions and professionals bibliography. References are listed by author within the following subject areas: academic freedom, administration, affirmative action, Acquired Immune Deficiency Syndrome (AIDS) in the workplace, arbitration and mediation, collective bargaining, collective bargaining (Canada), community colleges, comparable worth, discipline and dismissal, discrimination, drug testing, ethics, evaluation, excellence, faculty, fiscal issues, fringe benefits, governance, grievance procedures, legal issues, librarians (academic), long-range planning, merit pay, non-faculty, part-time faculty, personnel administration, political correctness, public sector labor relations, quality of work life, retirement, retrenchment, salaries, sexual harassment, strikes, tenure and promotion, women faculty, health care administration and institutions, health care professions, nurses, professions, and professions (sports). Contains a list of resources and periodicals, a directory of useful sources of information, author and subject indexes, and a list of acronyms and abbreviations. (JLS)

ED 398 828   HE 029 449

Douglas, Joel M.
An Investigation of Employee Involvement Schemes and Governance Structures in Professional Employment.
PUB DATE- Dec 95
NOTE- 10p.; Also presented at the Annual Meeting of the American Bar Association, Section of Labor and Employment Law (1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); Faculty; *Faculty College Relationship; Federal Regulation; Governance; Higher Education; *Labor Relations; Management Teams; Negotiation Agreements; *Participative Decision Making; *Professional Personnel; Unions
IDENTIFIERS- *National Labor Relations Board

Employee Involvement Schemes (EIS) are modeled after Western European worker participation models. These are grounded in collaborative labor relations and encourage employees to participate in work place decision-making. If employees, as the term is defined in the National Labor Relations Act, take part in EIS decision-making processes, they may be adjudged managerial or supervisory and risk losing their status under collective bargaining. The Commission on the Future of Worker Management Relations (1993), also called the Dunlop Commission, recognizes the need for labor law reform. Recent National Labor Relations Board decisions have found "Action Committees" to be prohibited as unlawfully dominated labor organizations. There is ambiguity about the definition and status of the terms "managers" and "supervisors" as applied to professionals. Most of the EIS debate has concerned industrial settings. Empowerment projects have included professional employees who may also supervise others and thus their status is unclear. In college governance, the faculty senate may be viewed as a labor organization in so far as they deal with terms of employment. Academic unionists should not seek the end of these exclusions

Analysis of the survey of 1994 students focused on three major areas: (1) the general results of the survey, and where appropriate, a comparison to those in the prior surveys; (2) a breakdown by race; and (3) a breakdown by occupational categories. Results indicated that 80 percent of men and 75 percent of women found full-time employment within one year of graduation; that more than three-quarters of respondents found jobs related to their undergraduate majors; that the rates of full-time employment for Black and Hispanic respondents were higher than for White and Asian respondents; that nine out of 10 respondents felt positively about the undergraduate experience; that Black respondents were more likely to hold jobs in public and social service than other ethnic groups; and that women earned less than men, whether they worked full- or part-time. Figures and tables provide supporting detail. An appendix provides methodological detail.(CK)

ED 398 849 HE 029 470

Mathur, M. V., Ed.; And Others
Indian University System: Revitalization and Reform.
PUB DATE- 94
NOTE- 472p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Administrative Change; Administrator Attitudes; Administrator Role; Agricultural Education; *Change Strategies; Developing Nations; *Educational Change; Educational Finance; *Educational Trends; Ethics; Foreign Countries; Grievance Procedures; Higher Education; Institutional Autonomy; *Policy Analysis; *Professional Development; School Community Relationship; Science Education; Teacher Effectiveness; Teacher Salaries; *Universities; Values Education
IDENTIFIERS- *India

This book contains 35 papers on varying aspects of the Indian university system and strategies for its renewal. The papers are: (1) "Introduction: Imperatives of System Renewal" (Ramesh K. Arora and Meena Sogani; (2) "The Universities and the State: Global Experience and Lessons for India" (Malcolm S. Adiseshiah); (3) "University Management: Trends and Issues in Developed and Asian Countries" (Bikas C. Sanyal and Joyce E. Collins); (4) "Holistic Approach to Reforms" (A. Gnanam); (5) "Focus on Fundamentals" (P.R. Dubhashi); (6) "Designing an Effective University System" (Ravi J. Mathai and others); (7) "Restructuring Higher Educational Systems" (J. N. Kapur); (8) "Role of Vice-Chancellor" (R.P. Rastogi); (9) "Vice-Chancellor: Position and Status" (A. Avasthi); (10) "Governance of Universities" (M.V. Pylee); (11) "Multi-Faceted Approach" (K.C. Patel); (12) "Revamping Higher Education" (S. Lakshmi); (13) "University Administration" (L.P. Vaish and R.N. Srivastava); (14) "University Autonomy" (S. Muthukumaran); (15) "Our Intellectuals" (P. Jaganmohan Reddy); (16) "Code of Professional Ethics: Accountability of Teachers" (S.K. Agrawala); (17) "Teacher Recruitment and Updating" (A.N. Maheshwari); (18) "Revision of Pay Scales of Teachers in Universities and Colleges: The Committee in Retrospect" (R.C. Mehrotra); (19) "Campus Discipline: Restraints and Controls" (Jacob Aikara); (20) "Campus Discipline: A Creative and Participatory Approach" (P.L. Gautam and Ashwani Kumar); (21) "Evaluation and Examination Reforms: New Directions" (Rajammal P. Devadas); (22) "Financial Crisis in Higher Education:

describes three of the leading commercial online services: America Online, CompuServe, and Prodigy. The second section provides integrated Internet activities for reading; language arts; math; science; social studies; health, nutrition and physical fitness; and music, art and dance. Each entry lists suggested grade levels, activity title, Internet address (usually a Uniform Resource Locator to a World Wide Web site or instructions for a telnet), a brief description of the site, and activity procedures. Also included in Part 2 are Gopher sites, Internet groups, mailing lists, and other organizations and resources of interest to educators. (AEF)

ED 398 867 IR 018 046

Jackman, Diane H.; Swan, Michael K.
Instructional Models Effective in Distance Education.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Programs; *Distance Education; Graduate Students; Higher Education; Inquiry; *Instructional Effectiveness; Memorization; Role Playing; Simulation; *Student Attitudes; Student Surveys; *Teaching Methods
IDENTIFIERS- *Instructional Models; *North Dakota State University; Ranking

The purpose of this study was to identify which instructional models based on the framework of Joyce, Weil, and Showers, could be used effectively in distance education over the Interactive Video Network (IVN) system in North Dakota. Instructional models have been organized into families such as Information Processing, Social, Personal, and Behavioral systems. Each family contains several different instructional models with similar assumptions leading to similar outcomes. Models may involve techniques like advance organizers, analogies, memorization, simulation, and role playing. Subjects were 126 students enrolled in selected IVN distance education courses at North Dakota State University during 1993-1994 and 1994-1995 academic years and the summer 1995 session. These included students enrolled in graduate courses offered by the School of Education, and one undergraduate/graduate course offered by the College of Business. A survey was administered to students at both on-campus and off-campus sites to measure the most effective and preferred of the instructional models. Results indicated that the six highest ranking instructional models (representing three of the families of instructional models) most effectively utilized over a distance delivery system are: role playing; simulation; jurisprudential; memorization; synectics; and inquiry. Students perceived direct instruction to be the least effective instructional model. They preferred models that actively engage them as learners both physically and mentally. Recommendations for future research include: examine the relationship between the discipline and the instructional models favored; evaluate and revise the distance education handbook to include specific ideas from IVN instructors; and evaluate the instructional models currently being used. A table provides a rank order to effective instructional models using IVN distance education. (Contains 11 references.) (AEF)

ED 398 868 IR 018 047

Mathematical Logic; *Mathematics Instruction; Solid Geometry;
Theory Practice Relationship; *Three Dimensional Aids
IDENTIFIERS- *Geometric Forms; Origami; Paper Folding; Shapes;
Technology Integration

Mathematics educators often despair at math's austere, "abstract" reputation. This paper describes recent work in developing an application named "HyperGami," which is designed to integrate both the abstract and "real-world" aspects of mathematics by allowing children to design and construct polyhedral models and sculptures. Children use formal reasoning for computation and for creating real mathematical objects in paper. HyperGami allows students to design not only standard polyhedra, but also customized variants of those shapes. They can decorate the shapes, have the program convert three-dimensional shapes into two-dimensional shapes, and then print the decorated shape for folding into a three-dimensional paper sculpture. The paper describes the construction of a sample HyperGami sculpture, a penguin, and presents observations during a year of pilot studies with 11 volunteer elementary and middle school students. Related, current, and future work on this topic is also discussed. (Contains 12 references.) (Author/SWC)

ED 398 886 IR 018 066

Goldenson, Dennis
Why Teach Computer Programming? Some Evidence about
Generalization and Transfer.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 16p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Authoring Aids (Programming); Computers; Computer Software; Educational Objectives; Generalization; *Grade 9; Instructional Effectiveness; Learning Processes; *Programming; Programming Languages; Secondary Education; *Skill Development; *Thinking Skills; *Transfer of Training

The assertion that "higher order" thinking skills can be improved by learning to program computers is not a new one. The idea endures even though the empirical evidence over the years has been mixed at best. In fact, there is no reason to expect that all programming courses will have identical, or even similar, effects. Such courses typically differ more by the languages in which they are taught than by anything else, and rarely do they explicitly address higher level instructional goals. To properly assess the extent of transfer, or any other learning, empirical measures must be criterion-referenced to specific curriculum objectives. This paper describes the results from three field studies. In two of them, ninth graders who learned structured programming methods using the "Karel the Robot" teaching language performed considerably better on a series of expository writing tasks than did students in the studies' control groups. In the third study, students who began their introductory programming methods course with Karel performed substantially better on difficult structured programming tasks using Pascal. (Author/SWC)

ED 398 887 IR 018 067

NOTE- 54p.; Report of the Minnesota Task Force on Information Technologies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Community Role; Computer Literacy; Computer Networks; *Computer Uses in Education; Curriculum Development; Educational Assessment; Educational Needs; Educational Objectives; Educational Policy; *Educational Technology; Elementary Secondary Education; Financial Support; *Information Technology; Parent Participation; State Departments of Education; *Statewide Planning; Strategic Planning; Teacher Education
IDENTIFIERS- Access to Computers; Computerized Techniques; Connectivity; *Minnesota; Task Force Approach; *Technology Plans

With the increasing importance of information technology and access to local, state, and global information networks, it is vital to have a statewide plan for providing all elementary and secondary students with the knowledge and skills to manage and use information. Without a statewide plan, large groups of schools and their students will be left behind, unable to stay abreast of continuously changing technologies. This report provides the framework for a statewide Minnesota information technologies system. It covers trends in information technologies; findings regarding information technologies, and ten recommendations for a comprehensive information technologies system. Recommendations are provided on the following topics: (1) student engagement and access to technology; (2) curriculum and instruction; (3) learning assessment; (4) computerized student records; (5) computerized financial management and record keeping; (6) parental and community engagement; (7) professional development; (8) access and connectivity; (9) leadership; and (10) funding. Appendices include: information technology history and trends; task force meeting dates, locations, and presentation topics; task force biographies; and resource team biographies. (SWC)

ED 398 905   IR 018 111

Johnson, Jacqueline S.
Adaptation and Implementation of Curriculum for a High School Special Education Computer Science Class.
PUB DATE- Jun 96
NOTE- 91p.; Masters Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Computer Software; Computer Uses in Education; *Curriculum Development; Curriculum Guides; Data Processing; High Schools; Instructional Effectiveness; Instructional Materials; Keyboarding (Data Entry); *Learning Disabilities; Pretests Posttests; Required Courses; Special Classes; *Special Education; Spreadsheets; Word Processing

A curriculum was developed to address the needs of a high school special education computer science class. Class members included both resource-room learning disabled and the more severely learning disabled, and the project aimed to help them fulfill the school district requirement of the completion of a one-semester computer class prior to graduation. The project

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Coding; Computer Networks; Computers; *Computer Security; Computer Software; *Computer Software Evaluation; *Electronic Mail; Information Dissemination; Information Retrieval; Information Transfer; *Privacy; Users (Information)
IDENTIFIERS- Data Protection; Data Security; Instructions; *Key Encryption

With today's growth in the use of electronic information systems for e-mail, data development and research, and the relative ease of access to such resources, protecting one's data and correspondence has become a great concern. "Pretty Good Privacy" (PGP), an encryption program developed by Phil Zimmermann, may be the software tool that will provide a person with a secure method to keep mail, manuscripts, and data private. PGP uses a two-key method of encryption. With PGP, a person gives out their public key to all who might send them encrypted messages. The person's private key, which they do not divulge, is then the only key that can access the encrypted messages, so information is secure. This paper contains detailed installation instructions, basic features and strengths of using PGP for e-mail purposes, and information on where and how to obtain current versions of the public domain PGP software. (Author/SWC)

ED 398 924 IR 055 982

Delzell, Barbara
Does Copyright Infringe on Freedom To Exchange Ideas?
PUB DATE- 95
NOTE- 7p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; *Copyrights; Fair Use (Copyrights); Federal Regulation; *Freedom of Information; *Freedom of Speech; Government Role; History; *Information Dissemination; *Intellectual Freedom; Internet; Laws; Misconceptions; Technological Advancement
IDENTIFIERS- *Legislative History; Public Private Relationship

This paper examines copyright from an historical perspective, asserting that technology is and always has been the driving force behind copyright restrictions. In sixteenth-century England the printing press galvanized legislation. Today, technology, primarily in the form of the Internet, is once again a driving force behind a renewed and concerted effort by copyright owners to re-establish their territory. A timeline shows the progression of copyright as a censorship tool to a promotion-of-learning tool, and a table shows the theoretical issues still being debated about the proprietary versus regulatory nature of copyright. Confusion over the nature of copyright laws often leads to private laws made in total students with clear outlines of concepts or chapters to be covered, teaching students how to generate questions, and using collaborative learning activities. Schoolcraft College implemented strategies for underprepared students that focused on cognitive strategies, including the pairing of a developmental reading course with a psychology course to help students apply reading, study, and test taking strategies learned in the reading course to the psychology course. For comparison, a control group was established of students in the same reading range taking the same psychology course without the paired class. Results indicated that the paired group had significantly higher final course grades and a 14% lower withdrawal rate than the control group. Paired students also demonstrated an increase in motivation and use of learning strategies. The college also implemented a college success course providing learning to learn strategies and workshops for faculty to share teaching techniques. Recommendations for department chairs interested in addressing underprepared students' needs are included. (HAA)

ED 398 942 JC 950 479

Seeking a New Partnership: A Report of the Task Force on U.S. Community Colleges.
PUB DATE- May 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *College Role; *Community Colleges; Community Development; Cost Effectiveness; Developing Nations; Developmental Programs; *Economic Development; Foreign Countries; Institutional Mission; International Programs; *Partnerships in Education; Shared Resources and Services; *Sustainable Development; Two Year Colleges
IDENTIFIERS- *Agency for International Development

This report presents findings from the Task Force on U.S. Community Colleges, established by the United States Agency for International Development (USAID) in 1994 to identify and develop specific ways in which community colleges might help implement USAID's strategies for sustainable development. Following introductory materials, including an overview of the Task Force's mandate and findings, the report discusses the mutual interest among USAID and the nation's community colleges in sustainable development and cost effective partnerships. Next, background information is provided on USAID and the nation's community colleges, including maps of USAID missions worldwide and community colleges nationally. The next section discusses mechanisms and modes for cooperation used by community colleges, including consortia, partnerships, and contracts and grants, and by USAID, including technical assistance and training. The next three sections describe examples of community college functions that support USAID areas of concentration, use USAID operational approaches, and focus on USAID programs and methods. Three suggestions for pilot projects are then put forth in the areas of planning educational reform, training environmental workers, and language training. Finally, a list of recommendations for broadening the colleges' representation in USAID efforts are provided. Lists of Task Force members and community colleges and consortia cited in the report are appended. (TGI)

ED 398 943 JC 960 184

in 1994-95. The students were surveyed by telephone during their first and second semesters and divided into 4 categories based on progress through the year: Type I students were under 25 and had attempted 12 units or more; Type II students were under 25 and had attempted 11 units or less; Type III students were 25 or older and had attempted 6 units or more; and Type IV students were 25 or older and had attempted 5 units or less. The highest persistence rate was experienced by Type I students, with a rate of 81%, followed by Type III students at 66.2%, Type II students at 58%, and Type IV students at 46%. Analyses of student responses indicated that displeasure over course availability, progress toward educational goals, and academic programs and services was highest among Type III students. In addition, the persistence of Type I and Type IV students was found to be only marginally influenced by their RCC experience, with approximately 90% of Type I departing students citing outside factors. Appendixes include a list of study design committee members, interview topics and questions for focus groups used to design the survey, the student telephone survey and follow-up, and summaries of focus group comments. (TGI)

ED 398 961   JC 960 496

Armstrong, William B.
Matriculation in the SDCCD: Student Satisfaction and Equity in Matriculation Services.
PUB DATE- 93
NOTE- 63p.; For matriculation reports for San Diego Mesa College and San Diego Miramar College, see JC 960 497-498.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Counseling Services; Multicampus Districts; *Participant Satisfaction; *Program Effectiveness; School Orientation; *Student Attitudes; Student Educational Objectives; *Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS- *San Diego City College CA

To determine students' awareness of and satisfaction with matriculation services, California's San Diego Community College District (SDCCD) surveyed 20,448 re-enrolling credit students in fall 1991 and spring 1992 at the District's City, Mesa, and Miramar Colleges and Educational Cultural Complex. Specifically, the survey sought data on student demographics, educational background, and satisfaction with orientation, assessment and placement, counseling and advising, and other matriculation services. From the original sample, a final sample was selected of students who originally enrolled in fall 1990, were transfer or degree oriented, and had used at least one service. The result was a pool of 7,086 responses. Study findings, focusing on responses for San Diego City College (SDCC) compared to results for the rest of the District, included the following: (1) 81% of SDCC respondents rated orientation as good or excellent, compared to 79% for the rest of the District; (2) although 69% of SDCC respondents rated advisement and counseling as good or excellent, 30% rated them as fair or poor; (3) 78.7% of SDCC respondents agreed that the services they received had helped them to clarify their educational goals, compared to 75% for the rest of the District; and (4) 31.7% of SDCC students indicated that they used all the matriculation services. Graphs of districtwide responses by student ethnicity and the survey instrument are student persistence, finding that high employment rates in particular sectors were related to higher rates of student attrition. In 1994, a follow-up study was conducted of the career/educational paths of 1,498 respondents from the 1991 study to determine whether students who continued training demonstrated significantly different characteristics, attitudes, and beliefs than those who did not. Major findings, based on 409 responses, included the following: (1) by 1994, 85% of the students had completed their SIAST program, 29% had enrolled in some further training, while only 6% of those continuing had changed their field of study, generally going into computer related fields; (2) the most common reason cited for continuing training was improved job prospects as a result of more education; (3) students who continued their education had expressed higher career goals in the 1991 study than those who did not; (4) program completers had higher academic averages before entering SIAST in 1991 than non-completers; and (5) 27.7% of those who continued had attended university before starting their SIAST program, compared to 22.2% of all first year students. Data tables are included. The survey instrument is appended. (HAA)

ED 398 979   JC 960 538

Sarkar, Gerlinde
Employment Prospects of Aboriginal Graduates from Technical Programs: A Four Year Trend Study.
PUB DATE- 2 Jun 95
NOTE- 19p.; Paper presented at the Learned Societies Conference of the Canadian Society for the Study of Higher Education (Montreal, Quebec, Canada, June 2-3, 1995); for the 1994 follow-up study, see JC 960 539.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Benefits; *Employment Patterns; Foreign Countries; Graduate Surveys; *Indigenous Populations; Longitudinal Studies; Minority Groups; *Outcomes of Education; *Salaries; Technical Institutes; Trend Analysis; Two Year Colleges; Vocational Followup
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

Each year since 1991, the Saskatchewan Institute of Applied Science and Technology (SIAST) has conducted a follow-up study of program graduates to compare information on employment outcomes for graduates of Aboriginal ancestry to those for all graduates. In 1994, a project was undertaken to analyze responses from the surveys conducted from 1991 to 1994 to determine trends in outcomes for Aboriginal graduates. The analysis revealed the following: (1) in 1991, 74.4% of the Aboriginal respondents were employed 6 months after graduation, compared to 77.9% for graduates overall, representing a differential of 3.5%; (2) in 1992, a year of recession in the province, this differential rose to 9%, suggesting that Aboriginal graduates were more affected by the economic downturn than graduates overall; (3) in 1994, 77 of the 1,600 respondents to the survey identified themselves as Aboriginal and 71.4% of these were employed, compared to 78.3% of graduates overall; (4) in 1991, 15% of both groups found employment outside of Saskatchewan, while by 1993 only 11% of Aboriginal graduates and 12% of graduates overall did so; and (5) the mean monthly salary for Aboriginal graduates was $1,743 in 1992, $1,682.85 in 1993, and $1,794.72 in 1994, while for all graduates in 1994 the mean monthly salary was $1,780.71.

IDENTIFIERS- Rogers (Carl)

The "Dynamics of Relationships" program was originally designed as a preventive approach to the many social ills affecting young people and families today. This teacher's manual for the program provides objectives and activities for helping students develop and maintain a strong and secure self-image, effective communication and coping skills, and realistic expectations about the complexity of adult roles, relationships, marriage, parenting, and family life. The first volume of the teacher's guide addresses several elements directly related to the real problems of youth. The 21 chapter topics include: self-esteem; communication; anger and conflict; gender roles; friendship; affection and touching; love; jealousy; expectations; dating; single life; selecting a partner; living together; marriage preparation; intermarriage; marriage; separate but equal identity; power; to be or not to be parents; when baby makes three; and dual income families. Each chapter contains various activities, a series of review and discussion questions, various experiential exercises and activities for teachers, and a list of resource materials and contacts to further assistance. A section of supplementary teaching materials, on areas such as gangs, date rape, suicide, and grief, is included. The second volume of the guide was developed in light of the AIDS virus. The three chapters of this guide deal with sexuality, alternative sexual orientation, and alternative lifestyles. (AA)

ED 398 997 PS 024 121

Finlay, Belva, Ed.
The State of America's Children Yearbook: 1996.
PUB DATE- 96
NOTE- 140p.; For the 1995 Yearbook, see ED 390 526.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *At Risk Persons; Child Abuse; *Child Development; *Child Health; *Childhood Needs; Child Welfare; Day Care; Early Parenthood; Educational Improvement; Elementary Secondary Education; Employed Parents; Equal Education; Family Environment; Family Income; Family Problems; Family Violence; Federal Aid; Federal Legislation; Finance Reform; Financial Support; Government Role; Hunger; *Poverty; Preschool Education; Social Problems; State Programs; Victims of Crime; Violence; *Well Being
IDENTIFIERS- Childrens Defense Fund; Project Head Start

The Children's Defense Fund (CDF) 1996 report on the state of America's children highlights the critical need for renewed commitment to children by early childhood advocates, parents, and all sectors of society. The introduction describes in general the crises faced by children and calls for adults to recommit their energies to providing solutions to the problems faced by America's children. The report focuses on the following: (1) Congressional movements to reduce and/or eliminate family and children's program funding; (2) family income and child poverty statistics and reforms; (3) child health status and areas for improvement; (4) child care and early childhood development problems and possible solutions; (5) education problems and inequities; (6) adolescent pregnancy and youth development; (7) violence against and by children; and (8) children and families in crisis. A lengthy appendix provides tabulated data on children in the nation and in the states, covering areas such as poverty, health, childbearing,

Foreign Countries; Helping Relationship; *Posttraumatic Stress Disorder; Stress Management; Violence; *War; World Problems; World War II
IDENTIFIERS- Cambodia; Concentration Camps; Northern Ireland (Belfast); South America

Many things stretch the bonds between caregiver and child, perhaps none more than war. Children's healthy illusions of their personal safety, well-being, and control of their environment is shattered. The resulting stresses cause varying levels and types of trauma, as well as varying mechanisms of coping. This paper explores the problems war causes in a child's environment, particularly in terms of children's responses to war and its effects upon the caregiver-child relationship. Children respond by becoming either passive victims or active warrior victims: passive victims tend to see themselves as helpless and try to carry on as children despite their threatened safety, well-being, and lack of environmental control; active warrior victims are children who take on adult roles and forfeit their childhoods in trying to control their environment. An examination of studies detailing the historical experiences of children in the war situations of World War II, Northern Ireland, Cambodia, South America, and of children in concentration camps is included. Short-term and long term effects, and differences in reactions in children of various age groups, are examined. The paper stresses the importance of caregivers' knowledge of these issues. Contains 25 references. (SD)

ED 399 015 PS 024 341

Smith, Anne B.
Is Quality a Subjective or Objective Matter?
PUB DATE- May 96
NOTE- 14p.; Paper presented at the National Seminar, "Assessing and Improving Quality in early Childhood Centres" (Wellington, New Zealand, May 15-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Role; *Definitions; Early Childhood Education; Educational Philosophy; *Educational Quality; Educational Research; Foreign Countries; Parent Attitudes; *Value Judgment
IDENTIFIERS- *Objectivity; Quality Indicators; *Subjectivity

Everyone involved in early childhood services needs to think about how program quality is defined--as either objective, or as subjective and value-based. Subjective accounts involve perspectives on the nature of quality which come from thinking persons, while objective accounts involve the nature of quality as it exists, independent of the way that it is being interpreted. Research-based objective definitions of quality come from three waves of research: (1) whether being in a child care setting was good or bad for children compared to being at home; (2) what effects variations in the quality of child care settings have on children's development; and (3) how child care quality combines with family factors to produce effects on children's development. It is impossible to define quality without considering cultural goals, and definitions of quality do not emerge from research alone. Research findings have an important role to play in defining quality, however, and a solely values-based approach is not without danger. Quality is a matter of collective values, which must be negotiated by consideration of the value perspectives of the various

Cultural competence is a set of behaviors, attitudes, and policies that enable a system, agency, or individual to function effectively in trans-cultural interactions. The term refers to a person or program's ability to honor and respect the cultural differences of individuals and families who are clients and staff. A culturally competent system recognizes that: (1) families are the primary support system; (2) individuals and families make different choices based on cultural forces; and (3) cultural minorities must be at least bicultural to survive in society. Designed and compiled by the Community and Family Health Division (CFH) of the Washington State Department of Health, this guide serves as a "blueprint" for other agencies to adapt to multicultural needs. The guide reflects the actions of CFH to build cultural competence within its own system. Chapters in the guide are: (1) "Architects," describing the Multicultural Work Group's origins, functions, and responsibilities; (2) "Breaking Ground," describing workshops conducted by the Multicultural Work Group, including training goals and workshop development; (3) "Tools," describing training sessions and activities that meet the need for ongoing learning of CFH staff; (4) "Foundation," focusing on systemic changes at the state and national level; and (5) "Structure," outlining a strategic plan for cultural competence. Five appendices include definitions and the mission statement of the Multicultural Work Group. Contains 15 references. (BGC)

ED 399 033 PS 024 426

Collins, Ray; And Others
Early Childhood Programs and National Service: A Resource Guide for Community-Based Early Childhood Planning. Preliminary Version.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Apr 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; *Early Childhood Education; *National Programs; Program Implementation; *Public Service; Young Children
IDENTIFIERS- AmeriCorps; *National Service

This preliminary guide is designed to help AmeriCorps and other national service programs plan and deliver effective early childhood services. The guide can also be used in community-based planning to incorporate national service organizations in early childhood program initiatives. Following an overview of the roles that AmeriCorps and other participants in the Corporation for National Service play in early childhood programs, the guide provides information on programs supported by four groups: AmeriCorps, AmeriCorps VISTA, National Senior Service Corps, and Learn and Serve America. The third section of the guide, "Training and Technical Assistance," provides details on how to obtain help from the Early Childhood Technical Assistance Center (ECTAC) through telephone consultation, newsletter articles, on-site visits, workshops, the Internet, and connections with other information centers, such as the National Child Care Information Center (NCCIC). This section includes a directory of Training and Technical Assistance Providers. The fourth section, "National Organizations," is a directory of groups that provide advocacy, information, research, and technical assistance in the child

Environmental Education; *Evaluation Methods; Foreign Countries; Health Education; Individual Development; Language; Mathematics Education; Mathematics Instruction; Outcome Based Education; Physical Education; *Play; Preschool Education; Pretend Play; *Profiles; Science Education; Social Studies; Technology Education; *Young Children

IDENTIFIERS- Australia; Play Learning

Recognizing the perceived conflict between a belief in the value of play to early childhood development and a commitment to an early childhood pedagogical framework, this book attempts to validate play as a fundamental component of learning and an avenue through which learning outcomes can be identified and confirmed. The book is designed to enable curriculum developers and teachers to combine play with the curriculum and student progress profiles in eight key learning areas: English, Mathematics, The Arts, Studies of Society and Environment, Technology, Languages Other than English, Health and Physical Education, and Science. Play is at the forefront of outcomes-based education as an analysis tool for profiling children, and a context in which children's knowledge and abilities can be assessed. The chapters are: (1) "Profiling Children through Play: An Introduction" (Marilyn Fleer); (2) "Studies of Society and Environment--Using Play To Work towards Planned Outcomes" (Sue Dockett); (3) "Supporting Science Learning through Imaginative Play" (Marilyn Fleer and Gilda Segal); (4) "Science and Play" (Helen Sharp); (5) "Playing Around with Technology: Children Creating Multiple Learning Pathways" (Marilyn Fleer and others); (6) "Play and the Mathematics Profile" (Penny Skinner); and (7) "Play and the Language Profiles and Scales" (Laurie Makin). Contains approximately 100 references. (KDFB)

ED 399 051 PS 024 471

Fleer, Marilyn, Ed.

DAPcentrism: Challenging Developmentally Appropriate Practice.

PUB DATE- 95

NOTE- 122p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Child Development; Cognitive Development; *Early Childhood Education; Feminism; Foreign Countries; Individual Development; *Learning Theories; Norms; Preschool Curriculum; *Preschool Education; Problem Solving; Social Influences; Theory Practice Relationship; Thinking Skills

IDENTIFIERS- Australia; *Developmentally Appropriate Programs; Developmentally Inappropriate Programs; Gender Issues; Maternal Scaffolding; Poststructuralism; Theory of Mind

This book examines the implications of existing learning theories for early childhood education, with a special emphasis on Developmentally Appropriate Practice (DAP). Chapter 1, "Challenging Developmentally Appropriate Practice: An Introduction (Marilyn Fleer), presents the debate and summarizes the remaining chapters. Chapter 2, "Does Cognition Lead Development, or Does Development Lead Cognition? (M. Fleer), explores the limitations of DAP and contrasts it with Socially Constructed Learning. Chapter 3, "Scaffolding Young Children's Learning in Early Childhood Settings" (Alison Elliott), analyzes scaffolding within a sociocultural context. Chapter 4, "A Post-Structuralist Analysis of Learning in Early Childhood Settings" (Glenda MacNaughton), uses feminist post-structuralism to analyze the relationship between the in childrearing and children's academic and social school performance; and (2) antecedents to father's participation. The sample from Bay Mills Reservation in Michigan, was comprised of families containing 2 adults and a child age 3 to 11. Data collection included parent interviews containing one question about the quantity of time the father was primary caregiver, chosen because of its high correlation to overall scores on Radin's Paternal Involvement in Child Care Index. A shortened Parent Perception Inventory was used to assess quality of care, or nurturance. Children's academic functioning was measured with grades and teacher evaluations. Teachers also completed a Child Behavior Check List to identify overall social adjustment and rated social competence on adaptive traits believed important in most Native American populations. Results showed that a greater amount of time spent by fathers as primary caregivers was associated with higher academic achievement and better adaptive functioning, especially for boys. However, paternal nurturance was associated with poorer academic functioning for the total sample and for boys, and with poorer social performance as indicated on the Native American Adaptive Functioning Index. This discrepancy may be due to fathers' responding to unhappy children, or to Native American nurturance as similar to Baumrind's permissive parenting, which does not encourage success in Anglo schools. Antecedents associated with more paternal involvement included greater participation by the father's father in his upbringing. (Contains 39 references.) (KDFB)

ED 399 069 PS 024 504

Perry, Rosemary
Communicating and Cooperating in Play.
PUB DATE- Jul 96
NOTE- 18p.; Paper presented at the Weaving Webs Conference (Melbourne, Victoria, Australia, July 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; Communication Research; Foreign Countries; Group Activities; Interpersonal Competence; Language of Instruction; *Language Research; *Play; *Preschool Children; Preschool Education; *Teaching Methods
IDENTIFIERS- *Activity Based Curriculum; Australia (Queensland)

With increasing pressures being placed on early childhood teachers to provide academic programs, many are turning away from programs that foster pretend play. This study examined two contrasting approaches to teaching preschool children and considered their effects on children's linguistic and social abilities. One of the teaching approaches studied was the activity-based approach in which the teacher provides planned activities based on observations and perceptions of children's needs and interests. The second teaching approach was the event-based approach in which the teacher and the children together create the curriculum, with the teacher actively encouraging children to express their own ideas and to represent or re-create events and experiences, often in the context of pretend play. The research design involved an observation of randomly assigned children between 4- and 5-years-old in 2 preschool units within a middle-class suburban Brisbane preschool. The activity-based approach was implemented in one unit, and the event-based approach was implemented in the second unit. The comparative analysis of verbal interactions considered children's communicative abilities with both peers and adults

and Special Education Relationship; School Readiness; Special Education; Special Needs Students
IDENTIFIERS- Code of Practice 1994 (England); Education Act 1993 (England); Education Reform Act 1988 (England); *Nurture Groups (England); Psychosocial Deprivation; Warnock Report

This book summarizes the experiences of nurture groups (small special education classes started in 1970 in London schools), where young children from disadvantaged environments are prepared to access the full primary school curriculum. Chapter 1, "Children at Risk of Failure in Primary Schools" (Marion Bennathan), discusses the incidence and early identification of psychosocial disorders; emotional and behavioral problems as a special educational need; and the impact of the 1988 and 1993 Education Acts and the 1994 Code of Practice. Chapter 2, "The Nurture Group in The Primary School," reproduces Marjorie Boxall's 1976 pamphlet, describing nurture group organization and operation, measurement of child progress, and return of children to the mainstream. Chapter 3, "Nurture Groups in the 1990s" (Marion Bennathan), describes implementing and evaluating nurture groups, especially how they meet the educational prescriptions of the 1988 and 1993 Education Acts. Chapter 4, "Responding to Children's Needs" (Marion Bennathan), examines educational deficits present in children participating in nurture groups, teaching practices used to help children relate to others, and strategies for creating an intellectually stimulating atmosphere. Chapter 5, "Preventing Educational Failure" (Marion Bennathan), examines assumptions that have influenced thinking and policy about children's education, including the use of the IQ as an explanation for educational failure, interest in social deprivation, increased special education services for "maladjusted" children, the mystique of special schools, the impact of the Warnock Report and the 1989 Children Act, and the views espoused in Instrumental Enrichment, High/Scope, Vygotsky's and Bowby's theories. Contains 54 references. (KDFB)

ED 399 087 PS 024 551

Deskin, Gerald; Steckler, Greg
When Nothing Makes Sense: Disaster, Crisis, and Their Effects on Children.
PUB DATE- Mar 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; *Children; Coping; Counseling; Crime; Cultural Differences; Earthquakes; *Emergency Programs; Emergency Squad Personnel; Emotional Problems; *Emotional Response; Floods; Hurricanes; *Natural Disasters; Parenting Skills; *Parent Role; *Stress Management; Terrorism; Tornadoes; War
IDENTIFIERS- Bombs; *Disaster Planning; Emotional Distress; Emotional Support; Traumas

The terror and severe stress most children feel after a disaster such as an earthquake or bombing manifest themselves in a number of ways. This book provides a tool for parents and others responsible for children's well-being to prepare for a disaster experience. The book's introductory chapter examines the nature of disasters--natural and human-made--defining terms such as trauma and stress, and detailing symptoms of stress.

Saskatchewan principals and principals' perceptions of the effectiveness of coping mechanisms used. A modified form of the Ways of Coping questionnaire was mailed to 110 rural principals throughout Saskatchewan (Canada); 48 usable responses were returned. The questionnaire focused on eight types of coping mechanisms: confrontive coping, distancing, self-controlling, seeking social support, accepting responsibility, escape-avoidance, planful problem solving, and positive reappraisal. Virtually all respondents took 0-5 sick days in a school year; 40 percent reported enrollments of less than 100 students; and 66 percent did not have the assistance of a vice-principal. About two-thirds of principals rated their own ability to cope with the stresses of the principalship as "quite effective." The eight types of coping mechanisms were ranked very similarly with regard to use and effectiveness. Planful problem solving was rated the most used and the most effective type of mechanism; escape-avoidance was rated least used and least effective. School size was related to the effectiveness of four types of mechanisms, while the use or effectiveness of various types of mechanisms was related to principal's educational qualifications, school grade-span, and presence or absence of a vice-principal. Contains 60 references and lists of questionnaire statements associated with each type of coping mechanism. (SV)

ED 399 104 RC 020 626

Piercy, James W.
Reopening of Kenton School, Elkview, West Virginia.
PUB DATE- 2 Jan 96
NOTE- 7p.; Presentation to Kanawha County, West Virginia, Board of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Board of Education Policy; *Consolidated Schools; *Educational Quality; Elementary Education; *Elementary Schools; Public Opinion; *Rural Schools; School Closing; School Community Relationship; Scores; *Test Score Decline
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Kanawha County Schools WV

In this presentation to the Kanawha County Board of Education (West Virginia), a community member argues in favor of the reopening of Kenton Elementary School (Elkview, WV). Despite community protest, in 1991 the Kanawha County Board of Education voted to consolidate Kenton and three other elementary schools in rural Elkview. This presentation suggests that consolidation has lowered the educational quality that students receive, as evidenced by lower test scores. The consolidated school's scores on the Comprehensive Test of Basic Skills (CTBS) dropped in its first year of operation, when compared to the mean scores of the four elementary schools from the previous year, and have continued at a lower level to the present. In addition, data indicate that the consolidated school spent 3,376 instructional dollars per student, compared with a county average of $3,130 and an average of $2,827 for the four schools in their last year of operation. A literature search of the ERIC database indicates that there is no conclusive evidence that consolidation without public support enhances either test scores or economic efficiency. It is suggested that the reopening of Kenton Elementary School would not only promote a sense of community, but also increase public employment as a goal for vocational rehabilitation closure for rural disabled people. Articles cover the changing labor market and increasing opportunities for self-employment; an account of how home-based employment allowed a disabled worker to become self-sufficient; policies and practices of state vocational rehabilitation agencies toward self-employment; studies of self-employment closures in rural and urban areas; research on the attitudes of vocational rehabilitation counselors toward self-employment; a proposed economic partnership in which the community rehabilitation facility operates as a small business incubator; and examples of successful vocational rehabilitation programs geared toward self-employment. Following an introduction by Kay Schriner, articles are: (1) "Beyond Job Placement: The Self-Employment Boom" (Allan Forrester); (2) "Healing Art: Etching a New Life with State's Help" (John Stromnes); (3) "Self-Employment as a Vocational Rehabilitation Closure: An Examination of State Policies" (Nancy L. Arnold, Tom Seekins); (4) "Self-Employment as a Vocational Rehabilitation Employment Outcome in Rural and Urban Areas" (Nancy L. Arnold, Tom Seekins, Craig Ravesloot); (5) "Vocational Rehabilitation Counselors' Attitudes toward Self-Employment: Attitudes and Their Effects on the Use of Self-Employment as an Employment Option" (Craig Ravesloot, Tom Seekins); (6) "Economic Development and Rural Vocational Rehabilitation: Speculation About a Model for Community Rehabilitation Facilities" (Tom Seekins); (7) "Creative Options for Rural Employment: A Beginning" (Ann Temkin); and (8) "The Wisconsin Business Development Program: A Partnership Between the Division of Vocational Rehabilitation and the Department of Development" (Dale Verstegen, Nancy L. Arnold). The last section, "Resources: People and Agencies Working in the Area of Self-Employment for People with Disabilities," lists individuals who work in the area of self-employment and the types of local, regional, and state organizations that may assist people interested in starting their own business. (LP)

ED 399 121 RC 020 715

Allen, James; Seekins, Tom
A Resource Management Framework for Designing Rural Service Delivery Programs.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Resources; Community Services; Cultural Differences; *Delivery Systems; *Disabilities; Economic Factors; Models; Professional Services; Program Development; *Rural Areas; Rural Population; Social Services; *Vocational Rehabilitation
IDENTIFIERS- Access to Services; *Resource Management; Rural Culture; Service Providers

As many as 15 million people living in rural areas report one or more long-term impairments that significantly affect their quality of life. In general, disabled people living in rural areas receive fewer services than do people in urban areas. For example, counties in Montana with the largest population centers received significantly more rehabilitation services

ED 399 142 SE 057 927

Resource Cycles: A Curriculum for Middle and High School Teachers.
PUB DATE- 94
NOTE- 188p.; Includes packet of Resource Data Sheets, Teacher Info Sheets, and pamphlets.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Teachers; Environmental Education; High Schools; Interdisciplinary Approach; Intermediate Grades; Middle Schools; *Natural Resources; *Recycling; Science Activities; Secondary Education; Secondary School Teachers; *Solid Wastes; Units of Study; *Waste Disposal

Learning about issues such as natural resources, solid waste management, waste reduction, and the economics of recycling can encourage people to make better choices for the future. This curriculum provides teachers and students with background information and activities relating to four major ecological issues: natural resources, waste management, toxics, and solutions including reduce-reuse-recycle, and compost. Each section is designed in an interdisciplinary format to facilitate cross-curricular involvement. Lessons include: (1) "Resource Research"; (2) "Paper Recycling"; (3) "Compost in the Classroom"; (4) "What is Garbage"; (5) "The Throwaway Three"; (6) "Garbage Math"; (7) "Home Survey"; (8) "San Francisco's Hidden Resources"; (9) "Make a Model Landfill"; (10) "What is Toxic"; (11) "Household Hazardous Wastes"; (12) "Oil and Life Don't Mix"; (13) "The Lethal Dose"; (14) "Changing Habits"; (15) "The Twenty Foot Swath"; (16) "Garbage Free Lunch"; (17) "A Litter Walk"; (18) "Packaging Your Product"; (19) "From Junk to Art"; and (20) "Siting a Waste Indicator." Contains a glossary and a teacher resource section. (JRH)

ED 399 143 SE 057 957

Understanding Chemical Hazards: A Guide for Students.
PUB DATE- Jan 95
NOTE- 45p.; Prepared by the Task Force on Occupational Health and Safety
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - General (130)
DESCRIPTORS- *Accident Prevention; *Chemistry; Elementary Secondary Education; Hazardous Materials; Higher Education; *Laboratory Safety; Safety Education; Safety Equipment; School Safety; Science Education

The goal of this safety guide is to enable students to take more responsibility for lab safety by using the Self-Audit System for Students and to understand the responsibility for safety shared by the institution through the development and maintenance of a Chemical Hygiene Plan. This student guide discusses safety equipment and the procedures that chemical manufacturers must use in labeling their products. A chart of hazardous materials, their characteristics, and routes of exposure is provided. A Student Hazardous Chemical Usage Sheet is provided, as well as a list of hotline numbers pertaining to a variety of safety issues. Contains 20 references. (DDR)

ED 399 144 SE 057 973

ED 399 169 SE 058 853

Barber, Jacqueline; Willard, Carolyn
Bubble Festival: Presenting Bubble Activities in a Learning Station Format. Teacher's Guide.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Hands on Science; Interdisciplinary Approach; *Investigations; *Learning Centers (Classroom); *Science Activities; Thematic Approach
IDENTIFIERS- *Bubbles

This learning station guide adapts the Bubble Festival, an all-school event, for individual classrooms. It presents students with a variety of different challenges at learning stations set up around the classroom. The activities are student-centered and involve open-ended investigations. Also included are ways to extend students' experiences at each learning station with "Going Further" activities, many of them multi-disciplinary in nature. Activities include: Body Bubbles, Bubble Shapes, Bubble Measurement, Bubble Technology, Bubble Colors, Bubble Windows, Bubble Walls, Bubble Foam, Bubble Skeletons, Frozen Bubbles, Stacking Bubbles, and Swimming Pool Bubbles. (JRH)

ED 399 170 SE 058 855

Dearn, Ceri; And Others
Assessment in Action: Collaborative Action Research Focused on Mathematics and Science Assessments. Reports of Twenty-Three Teacher-Research Projects.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Action Research; *Educational Assessment; Elementary Secondary Education; *Evaluation; *Mathematics Education; *Portfolio Assessment; Research Projects; *Science Education; Self Evaluation (Individuals)
IDENTIFIERS- *Alternative Assessment

The works reported in this book represent a second phase to a 2-day summer conference that focused on assessment in mathematics and science classrooms. This book presents research and findings of a subset of the conference participants who investigated a self-selected aspect of assessment in their educational environments. Action research was the tool for the investigations and assessment was the focus. Reports include: (1) "Communicating Math Progress to Parents Using Rubrics" (Bev Grueber and Joan Anthony); (2) "Improving Parent Communication through Alternative Assessments" (Candy Connery); (3) "Using Student Portfolios to Communicate Progress to Parents" (Trish Guinan); (4) "Will Students Benefit from Different Forms of Student Evaluation" (Russ Wissing); (5) "Self-Assessment and Self-Esteem with Portfolios" (Arlene Gnirk); (6) "Student-Teacher Created Visual Rubrics: Models To Guide and Assess Research Projects' (Suzanne Ratzlaff and Rod Diercks); (7)

ED 399 193 SE 058 998

Lamb, William G., Ed.
Oregon's Technical, Human, and Organizational Networking Infrastructure for Science and Mathematics: A Planning Project. Benchmark Reports.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Feb 96
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Computer Uses in Education; Educational Change; *Educational Technology; Elementary Secondary Education; Global Approach; Higher Education; Mathematics Education; Science Education; *Telecommunications
IDENTIFIERS- Oregon; Reform Efforts

This compilation of reports is part of a planning project that aims to establish a coalition of organizations and key people who can work together to bring computerized telecommunications (CT) to Oregon as a teaching tool for science and mathematics teachers and students, and to give that coalition practical ideas for proposals to make CT a reality. The goal of this document is to provide potential users, potential CT providers, and interested citizens with information that will help them in working together on grant proposals. Reports in this document include: (1) "What Are the Current Visions for Use of Computerized Telecommunications in K-14 Science/Mathematics Education in Oregon, in the USA, and Internationally" (R. D. Frederick); (2) "What is Currently Being Done in Oregon, Nationally, and Internationally to Use Computerized Telecommunications in Educational Settings?" (Tim Lauer and Marion Rice); (3) "What Technical Systems Currently Exist, and What Can Current Technology Do?" (Martha Dean and Jim Worden); (4) "What Are the Barriers to Using Computerized Telecommunications in Educational Settings?" (Marc Sorensen); (5) "How Does Using Computerized Telecommunications Relate to Educational Reform in Oregon, Nationally, and Internationally?" (Daniel Domenigoni); (6) "How Are Educational Professionals and Others Currently Being Trained to Use Computerized Telecommunications?" (Michael Jaeger); and (7) "Technological/Social Trends for Computerized Telecommunications: Which Technologies and Organizations Will Best Ride the Wave?" (Deanna Campbell Robinson). Three appendices include charts and graphs; materials provided at "Telecommunications 101, The Oregon Telecommunications Forum, November 1, 1994"; and "A Paradigm Shift in K-12 Education" (Greg Bothun). (JRH)

ED 399 194 SE 059 052

Bochinski, Julianne Blair
The Complete Handbook of Science Fair Projects, Revised Edition.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Demonstrations (Science); Elementary Secondary Education; Exhibits; Research Projects; Science Activities; Science Experiments; *Science Fairs; *Science Projects; *Scientific Methodology

Science fairs have become an important key to gathering valuable

About Greek Vases"; (5) "Understanding the Ancient Italians"; (6) "Mythology"; (7) "Yesterday to Today: Classical Reference"; and (8) "Some Related Activities." The resource concludes with a Glossary, References, Bibliography, and Notes. (MM)

ED 399 216 SP 036 455

Tusin, Linda F.
Success in the First Year of Teaching: Effects of a Clinical Experience Program.
PUB DATE- 21 Feb 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Mentors; Preservice Teacher Education; Professional Development Schools; *Student Teaching; *Teacher Attitudes; Teacher Education Curriculum; *Teaching Experience
IDENTIFIERS- *Clinical Teacher Education; Elmhurst College IL

Findings from a study of seven novice teachers who graduated from Elmhurst College (Illinois) indicate that the preservice clinical experiences received by these teachers during their participation in the Satellite Program contributed to successful first-year teaching experiences. This follow-up study examines Satellite Program graduates who participated in the program between 1991 and 1993 and who began their first year of teaching in either Fall 1992 or Fall 1993. Four of the seven beginning teachers were hired by the Satellite schools in which they had been placed as student teachers. During interviews, all seven teachers gave credit to their clinical experiences for presenting a realistic perception of schools and teaching. There was evidence that all subjects were able to reflect on their practice, identify strengths and weaknesses, and develop action plans for correction and improvement. The novice teachers discussed a variety of problems encountered during the first year of teaching. For the most part, subjects acknowledged the value of their preservice mentors in providing support and strengthening professional skills. These teachers sought formal and informal mentor relationships during their first year of teaching. The Satellite Program was collaboratively designed by Elmhurst College faculty and faculty from the Satellite schools to improve the clinical experience component of the college's teacher education program. Interview questions used in the study are included. (Contains 22 references.) (IAH)

ED 399 217 SP 036 498

Theobald, Paul; Newman, Vicky
The Implications of Communitarian/Liberal Theory for Public Education. Work in Progress Series, No. 4.
PUB DATE- May 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community; *Democratic Values; Educational

Cooper and Peter Dillon) explains the data gathering by institute participants in their own schools in order to raise awareness and start building consensus for policy change. Survey findings, changes that took place or are taking place, and some of the problems that were encountered, as well as some of the concerns about school-based survey projects and the conclusions drawn about making policy changes are discussed. "Donors Education Collaborative Planning Process" (Steve Williams) describes the participation by eight fellows of the Teacher Policy Institute in the Donors Education Collaborative project to design a 2-5 year program to build the constituency for public school reform. (ND)

ED 399 235 SP 036 861

Tamura, Linda; And Others
Preparing Teachers To Recognize Multiple Perspectives.
PUB DATE- Feb 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Students; *Cultural Influences; Elementary Secondary Education; Ethnic Groups; Field Experience Programs; Higher Education; *Majority Attitudes; *Minority Groups; *Multicultural Education; *Preservice Teacher Education; Reflective Teaching; Social Environment; Teacher Education Programs; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Diversity (Student); Madonna College MI; Susquehanna University PA; Willamette University OR

This paper describes several practices designed to challenge preservice teachers to question their assumptions regarding multiculturalism and to explore other points of view. The "Culture Walk" at Susquehanna University (Pennsylvania) increases awareness and sensitivity to interpersonal and personal identities. It involves writing and reflecting on one's own background, participating in a guided walk through an urban community, and teaching a lesson in a multicultural setting. The "Hegemonic Process" at Madonna University (Michigan) helps students to assess "normality" in today's society and the impact on students who are marginalized. Two case studies designed to help future teachers analyze their responses in relation to students who are marginalized are included. "Shadow Studies" at Willamette University (Oregon) helps preservice teachers relate more personally to how students are affected by school in order to better understand and meet the needs of their students. Teachers reflect on their own school experiences, examine school culture through the eyes of an ethnic minority student, and carry out group investigations on the needs of diverse students. These three practices encourage teachers to examine their own and others' views, the role of power and privilege attached to those views, and consequences when the assumptions of a dominant racial, social, or cultural group are imposed on others. (Contains 21 references.) (ND)

ED 399 236 SP 036 866

McMannon, Timothy J.

suggestions for teacher use include the Learning Combination Inventory, scoring key, and interpretation guide. The book provides a central focus and starting point for introducing effective learner-centered instructional practices, including how to group students for maximal effect for cooperative learning, how to apply interactive learning in all subject areas, and how to use the Interactive Learning Model to facilitate integrated curriculum-instruction. (Contains figures; notes; an appendix with a survey form for students to complete which will help to describe the ways they learn; and approximately 100 references.) (MAH)

ED 399 254   SP 036 909

Kirkpatrick, David W.
Rethinking Teacher Certification.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Teacher Burnout; *Teacher Certification; Teacher Education; Teaching (Occupation)

The original rationale for state teacher certification regulations was that they afforded the public a measure of protection against frauds and incompetents and against the capriciousness or low standards of local school boards. However, recent evidence (1985) shows that there is not much difference in quality and effectiveness between certified and noncertified teachers. Problems in the area of teacher certification include low standards (virtually all aspirants clear the certification process); significant personnel losses (7 out of 10 education majors do not take teaching jobs); high attrition rate (half of those who enter teaching leave the profession within five years); and skills imbalance (for example, in Texas, in 1991, two future teachers were graduated qualified to teach calculus, but 500 were prepared to coach football). Suggested changes to the certification process include: (1) a national teaching certificate, for which teachers would voluntarily apply; (2) an examination system with high standards; (3) a 10-year moratorium on certification requirements during which schools could hire college graduates with majors in academic subjects whether or not they took education courses; (4) hiring teachers from unconventional sources; and (5) flexible certification. (Contains 24 references.) (MAH)

ED 399 255   SP 036 916

Jennings, Kevin, Ed.
One Teacher in 10: Gay and Lesbian Educators Tell Their Stories.
PUB DATE- Sep 94
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Essays; *Homophobia; *Homosexuality; Interpersonal Relationship; *Lesbianism; Personal Narratives; Sex Stereotypes; *Sexual Identity; *Teacher Student Relationship
IDENTIFIERS- *Homosexual Teachers

appropriate and productive form of closure that facilitated higher levels of mental processing and opened up new ways of constructing knowledge. The findings validate the positive benefits of the cohort structure and demonstrate the need to emphasize cohort activities. These findings also validate the application of principles of cognitive learning theory to program development in educational administration. An outline of the doctoral program course schedule is outlined. (Contains 15 references.) (CK)

ED 398 810 HE 029 408

Winter, Richard; Maisch, Maire
Professional Competence and Higher Education: The ASSET Programme.
PUB DATE- 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Curriculum Design; Engineering; Foreign Countries; Higher Education; Learning Strategies; Measurement Techniques; Models; Outcomes of Education; *Professional Development; Program Development; Program Evaluation; Program Implementation; Social Work; *Theory Practice Relationship
IDENTIFIERS- United Kingdom

This book describes the ASSET (Accreditation for Social Services Experience and Training) Program, a British program which addresses the need for effective education and development of social workers and a model variant of ASSET used to train engineers. The work draws on three different traditions: the principles of National Vocational Qualifications (NVQ) in defining precise outcomes; the tradition of critical and independent professional practice; and the university tradition of theoretical understanding and rigorous questioning and assessment. After an introductory chapter, chapter 2 outlines the development of the two ASSET Programs and curriculum model. Chapter 3 focuses on the role of an empirically based curriculum and presents a functional analysis of competencies. Chapter 4 identifies ways in which the ASSET model differs from the NVQ format and presents a general model of professional learning. Chapter 5 focuses on practice and knowledge, and discusses whether practice should be viewed as knowledge. Chapter 6 discusses the development of an expert community to carry out assessment responsibilities. Chapter 7 presents examples of work from individual candidates' portfolios. Chapter 8 discusses the role of the workplace as a context for education. Chapter 9 evaluates the Social Work ASSET Programme after 5 years of operation. Chapter 10 focuses on current and future developments. Eleven appendices present various models, evaluation forms and an explanation of the peer-group process. (Contains over 200 references.) (CK)

ED 398 811 HE 029 409

Gardner, Philip; Lee, Jessica
Do I Really Need a College Degree for This Job? Research Note.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Careers; *Cohort Analysis; College Programs;

but should work to ensure that faculty are not deemed managerial or supervisory, based on their participation in institutional governance. Possible changes to the National Labor Relations Act to facilitate this are explained. (JLS)

ED 398 829 HE 029 450

Reed, Jeannie, Ed.
Statistical Profile of Higher Education in West Virginia, 1995-96.
PUB DATE- 96
NOTE- 213p.; For the 1994-95 Statistical Profile, see ED 386 103.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; *Degrees (Academic); Demography; *Educational Finance; *Enrollment Trends; *Higher Education; Private Colleges; Public Colleges; Sex Differences; State Surveys; Trend Analysis; Tuition
IDENTIFIERS- *West Virginia

This publication provides statistical data on enrollment, degrees conferred, faculty, and financing at West Virginia's 16 public colleges and universities. It also provides selected data for the 10 independent colleges and universities in the state. A highlights section notes a 1.6 percent decrease in credit headcount enrollment over the previous year, full-time equivalent (FTE) enrollment of 59,320, and 5.44 percent minority student enrollment. Chapter 1 provides headcount and FTE enrollment data from 1986 through 1995, as well as more detailed information on Fall 1995 headcount and FTE enrollment according to various demographic factors. Chapter 2 provides data on degrees conferred by program, institution, and gender. Chapter 3 provides data on faculty characteristics, including rank, highest degree held, age, tenure status, salary, and gender. Chapter 4 provides fiscal data, including total operating and capital expenditures, educational and general revenues, educational and general expenditures, other revenue and expenditures, and regular student fees. (JLS)

ED 398 830 HE 029 451

Kentucky College and University Origin of Enrollments. 1994.
PUB DATE- Jul 95
NOTE- 157p.; For a related document, see HE 029 452.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; College Freshmen; Community Colleges; *Enrollment; Foreign Students; *Geographic Distribution; Higher Education; *In State Students; *Out of State Students; Place of Residence; *Private Colleges; Professional Education; *Public Colleges; State Universities; Two Year Colleges
IDENTIFIERS- *Bible Colleges; *Kentucky

Data on geographic origins of students in Kentucky's public and independent colleges and universities are reported in 29 tables. All higher education institutions, including two-year colleges, four-year colleges, and universities, are included. Tables present information on total and first-time freshmen enrollment by county and state of student origin for each institution type and for first-professional enrollments by county and state of origin for state-supported universities. Additional tables contain figures for total enrollment as a percentage of population and first-time freshmen as a percentage of high school graduates by county of origin for

Diagnosis and Reform" (M.S. Sodha and Mohd. Muzammil); (23) "Technical Education in India: Present Status and Future Perspectives" (K. Gopalan); (24) "Scientific and Technological Education in Indian Universities" (V.C. Shah and G.N. Devy); (25) "India's Agricultural Universities" (Kirti Singh); (26) "The State Agricultural University System" (H.G. Singh); (27) "Towards Integrated Development of University Education in India's North Eastern Region" (J.B. Ganguly); (28) "Distance Education Network: An Emerging Phenomenon" (V.C. Kulandai Swamy); (29) "Need for Value System" (K. Hanumanthappa); (30) "Integral Education: The Case of Sri Sathya Sai Institute" (S. Sampath); (31) "Universities and Research Institutions: Need for Structural Relationships" (A.N.P. Ummerkutty); (32) "Relationship with Affiliated Colleges: With Special Reference to Uttar Pradesh"; (S.S. Gupta); (33) "Societal Obligations of Universities" (Hari Narain); (34) "University-Community Interaction" (V.K. Patil and S.D. Wangikar); and (35) "Reforming Indian Universities: My Vision" (M.V. Mathur). (DB)

ED 398 850 HE 029 471

Vest, Jennifer L.; And Others
Engineering Curriculum Transformation Project (ECTP): An Evaluation of First-Year Initiatives.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Cognitive Style; College Faculty; *Curriculum Development; Educational Assessment; Educational Change; *Engineering Education; Higher Education; *Multicultural Education; Outcomes of Education; *Professional Development; Program Evaluation; Seminars; Student Participation; Teacher Recruitment; Teacher Role; Teaching Styles
IDENTIFIERS- Diversity (Student); Diversity Concept; *University of Maryland

This report summarizes the Engineering Curriculum Transformation Project (ECTP) instituted at the University of Maryland during the 1995-1996 academic year. This initiative focused on facilitating the development of engineering course curricula based on diverse learning styles, more inclusive examples, and the incorporation of diversity and societal issues into the classroom. The report explores the following topics in depth: rationale for curriculum transformation, recruitment of participants, fall semester initiatives, spring semester implementation, program evaluation, preliminary outcomes, and plans for future initiatives in engineering curriculum transformation. Findings of various studies related to curriculum transformation suggested that the most effective structure for implementing the start-up initiative would be the conducting of intensive faculty seminars addressing curriculum change. During the Spring 1995 semester, information on ECTP was disseminated to engineering faculty and six seminars on curriculum transformation were held during the Fall 1995 semester. Two follow-up workshops during Spring 1996 examined what had and had not worked in the participants' revised courses. An evaluation survey revealed that faculty felt the project was a success in providing participants with new knowledge and skills concerning inclusiveness in the classroom and teaching styles.(CK)

Mississippi Master Plan for Education Technology. Final Report.
PUB DATE- Oct 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; Educational Finance; Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Facility Planning; Higher Education; Instructional Design; Instructional Improvement; Long Range Planning; Needs Assessment; Professional Development; Program Implementation; State Programs; *Statewide Planning; Strategic Planning; Systems Development
IDENTIFIERS- *Mississippi; Organizational Structure; Technology Integration; *Technology Plans

This plan provides a framework for incorporating technology into the educational lives of Mississippians. The recommendations set forth are based on the comprehensive needs analysis and statewide study of existing educational technology initiatives conducted by the Center for Educational Leadership and Technology in the spring and summer of 1995. This document contains a brief explanation of the planning methodology, key findings and recommendations from the Interim Report (June 1995) and design principles and implementation strategies for the integration of technology into the Mississippi educational system for the next 5 years. The plan is divided into 10 major sections: (1) curriculum improvement and technology integration strategies/changing nature of curriculum; (2) education technology system design; (3) education accountability and reporting system design; (4) learning environments and facility planning; (5) distance learning; (6) professional development plan; (7) education technology policy and procedures; (8) technology standards and procurement strategies; (9) roles and responsibilities, staffing positions, and organizational structure; and (10) program monitoring and evaluation plan. The plan also discusses local technology planning; funding issues and strategies; implementation staging and phasing; and multiple viewpoints on the benefits of a statewide plan for educational technology. Changes in teaching, learning, and management that may be expected as a result are highlighted. (AEF)

ED 398 869 IR 018 048

Six-Year Educational Technology Plan for Virginia.
PUB DATE- Jun 96
NOTE- 65p.; Developed by the Virginia Technology Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Networks; *Computer Uses in Education; *Educational Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; Needs Assessment; Program Evaluation; Program Implementation; Public Schools; Staff Development; State Programs; *Statewide Planning
IDENTIFIERS- Technology Integration; *Technology Plans; Telecommunications Infrastructure; *Virginia

The Six-Year Educational Technology Plan for Virginia places emphasis on constructing and retrofitting schools for local and

Heslin, J. Alexander, Jr.
Taking the Mystery Out of Research in Computing Information Systems: A New Approach to Teaching Research Paradigm Architecture.
PUB DATE- 96
NOTE- 8p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; *Computer Science Education; Higher Education; Information Systems; Learning Strategies; Models; *Research; *Systems Analysis
IDENTIFIERS- *Iconic Representation; Object Orientation; Paradigmatic Responses; Research Styles

In senior-level undergraduate research courses in Computer Information Systems (CIS), students are required to read and assimilate a large volume of current research literature. One course objective is to demonstrate to the student that there are patterns or models or paradigms of research. A new approach in identifying research paradigms is proposed, one which is based on the use of the modeling tools of Systems Analysis and Design and a set of icons to graphically represent the research model components. One method for understanding the components and their relationships for a particular paradigm would be to apply a traditional functional decomposition method to the abstract model. Another method would be to apply the object-oriented approach. The necessary steps for using both approaches are explained, with five figures to depict the research model and icons. (Contains 10 references.) (Author/AEF)

ED 398 888 IR 018 068

Lambrecht, Judith; Ballard, Joyce Kimberly
Using the Web for Teaching: School and Community Sites.
PUB DATE- 96
NOTE- 10p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Community Education; *Computer Assisted Instruction; Disadvantaged; Health Education; *Information Sources; Instructional Innovation; Instructional Materials; *Internet; User Needs (Information); *World Wide Web
IDENTIFIERS- Health Information

Widely available Internet resources can now be used effectively both in a formal educational setting as well as for the general public. This paper describes two ways health education professionals and educators have used the World Wide Web for teaching. In the first instance, a community education effort is described. It is intended to reach women concerned about breast cancer and assist them in locating information appropriate to their health needs. A key concern in preparing such a Web site was that of assuring easy access, particularly for socioeconomically disadvantaged women and families. In the second instance, the World Wide Web was used to augment objectives were to develop a curriculum for the course which received 90% acceptance by a committee of administrators and teachers, and to improve both student computer literacy skills and computer application skills by 50%. The curriculum was developed based on research of existing curriculums and available materials at the site, such as text, computers, and software. It included keyboarding, word processing, database, and spreadsheet skills. The curriculum was implemented using auditory and visual modes with paper/pencil and hands-on activities, with review and reinforcement activities. All objectives were met for the target group. Appendices include a needs assessment survey, an interview and rating scale form for the staff, computer literacy and applications pretests and posttests, a sample study guide and outline, and the developed curriculum. (Contains 17 references.) (Author/SWC)

ED 398 906 IR 018 112

Ostler, Elliott; And Others
Art and Technology Integration Project: Year 1 Status Report.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; Computer Mediated Communication; Computer Uses in Education; Curriculum Development; *Educational Technology; Electronic Libraries; Elementary Secondary Education; Focus Groups; Interdisciplinary Approach; Internet; Interviews; Multimedia Instruction; Multimedia Materials; Museums; *Partnerships in Education; *Program Effectiveness; *Program Evaluation; Surveys; Teacher Education; Visual Arts; World Wide Web
IDENTIFIERS- Digital Imagery; Digitizing; Electronic Media; Smithsonian Institution; *Technology Integration; University of Nebraska Omaha

This report provides a progress report on the Art and Technology Integration Project (ATI), a partnership of the Westside and Grand Island Public Schools, the Smithsonian Institution's National Museum of American Art (NMAA), and the University of Nebraska at Omaha (UNO). The ATI project focuses on long-range assessment of the integration of the Internet and related educational technology into the school systems, specifically involving the development of interdisciplinary curricular units that integrate the visual arts. The program brings national art museums into classrooms electronically; develops computer integration strategies; trains and supports teachers; builds curriculum, instruction, and assessment strategies; and seeks to build a statewide community for art and technology integration. The report examines the effectiveness of the first year of ATI in relation to four goals: (1) expanding the use of educational technologies that support engaged learning; (2) using art and museum resources for cross-disciplinary integration into curriculum for grades K-12; (3) digitizing selected images and artifacts from the NMAA and making them available over the Internet; and (4) increasing teachers' skills, knowledge, and abilities to demonstrate integration by providing training in constructivist theory, art integration, and technology. Appendices include survey results, twelve participant interviews, four staff interviews, focus group feedback, completed image request forms, and sample lessons. (SWC) disregard of public law. The way copyright law is being interpreted by contemporary courts, the freedom to exchange ideas is moving toward extinction. The nature of copyright must be decided, and judicial decisions must rest on constitutional grounds. Otherwise, special interest groups wielding considerable economic power will continue turning copyright into a tool for guaranteeing a profit, sanctioned monopoly, and a universal tool for censorship. (Author/SWC)

ED 398 925 IR 055 983

Reynolds, Betty; And Others
World Wide Web Homepages: An Examination of Content and Audience.
PUB DATE- 95
NOTE- 5p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Computer Uses in Education; *Content Analysis; Higher Education; Hypermedia; *Libraries; Library Role; Multimedia Materials; Online Catalogs; School Community Relationship; User Needs (Information); *Users (Information); User Satisfaction (Information); *World Wide Web
IDENTIFIERS- *Home Pages; New Mexico

This paper shows how the content of a World Wide Web page is selected and how an examination of the intended audience influences content. Examples from the New Mexico Tech (NMT) Library homepage show what sources are selected and what level of detail is appropriate for the intended audience. Six fundamental functions of libraries and information agencies were used to examine the content of the NMT homepage: informational, educational, research, cultural, recreational, and bibliographic/archival. The primary users of the library are students, faculty, and staff of NMT (90% of the primary users) and community users (10%). The secondary and tertiary audiences consist of potential users and remote users, respectively. Reference desk observation and user input, through questions and comments delivered to the reference and circulation desks, were the main methods of determining what to include in the homepage. The NMT homepage is divided into seven major categories: (1) Tech Library Information; (2) LIBROS (the online catalog); (3) NMT Course Specific Links; (4) Connect to Other Library Catalogs and Web Pages; (5) Resources by Subject; (6) Career Information; and (7) Information about Socorro, New Mexico and the surrounding area. Since the New Mexico Tech Library serves both an academic and a community audience, most of the examples are applicable to all types of libraries and information agencies. (Author/SWC)

ED 398 926 IR 055 984

Cowell, M. Elizabeth
Government Information on the Internet: Implications for Libraries and Communities in Eastern New Mexico.
PUB DATE- 95
NOTE- 6p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).

Banachowski, Grace
Perspectives and Perceptions: A Review of the Literature on the Use of Part-Time Faculty in Community Colleges.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjunct Faculty; *Community Colleges; Educational Trends; *Employment Practices; *Faculty Development; Literature Reviews; Part Time Employment; *Part Time Faculty; *Teacher Attitudes; Two Year Colleges; Work Environment

Although part-time faculty are found in all of higher education, they are especially prevalent in two-year colleges, with a 1993 study finding that 65% of two-year college faculty were employed part-time. Since the 1980's, considerable research has been conducted on issues related to the use of part-time faculty in community colleges, such as their working conditions and needs and, most commonly, suggestions for improving part-time faculty instruction. Part-time faculty are employed for a variety of reasons, including to save institutions money, increase institutional flexibility regarding enrollment demands, and bring "real-world" experience to the classroom. However, critics of the use of part-timers argue that they harm full-time faculty by taking away full-time positions and jeopardize the integrity of the teaching profession since many part-timers are employed for their professional rather than their pedagogical skills. Much of the research that has been conducted makes reference to negative attitudes toward part-time faculty held by full-time faculty and administrators. However, there is little data in the research to support these attitudes, with several studies concluding that there is no difference in the quality of instruction delivered by full- and part-time faculty. Although attempts are being made to deter community colleges from employing part-time faculty, the colleges will suffer economically and pedagogically if these attempts are successful. Contains 50 references. (HAA)

ED 398 944 JC 960 231

Crozer, Norm
Individualized Vocabulary Instruction on the Computer.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Assisted Testing; Computer Oriented Programs; Computer Software; *Disabilities; Educational Media; Individualized Education Programs; *Individualized Instruction; *Programmed Instruction; *Special Needs Students; Two Year Colleges; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- Los Angeles Pierce College CA

The Individualized Vocabulary Instruction (IVI) program is a self-contained, individualized computer program that has been used to provide vocabulary instruction to disabled students at California's Los Angeles Pierce College (LAPC) since 1987. The IVI program is divided into two main word groups, called modules, with each module containing 1,125 words. The program performs pre- and post-testing of students, provides appended. (HAA)

ED 398 962 JC 960 497

Armstrong, William B.
Matriculation in the SDCCD: Student Satisfaction and Equity in Matriculation Services. Student Survey, San Diego Mesa College.
PUB DATE- 93
NOTE- 62p.; For a matriculation report for San Diego City College, see JC 960 496; for the report for San Diego Miramar College, see JC 960 498.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Counseling Services; Multicampus Districts; *Participant Satisfaction; Program Effectiveness; School Orientation; *Student Attitudes; Student Educational Objectives; *Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS- *San Diego Mesa College CA

To determine students' awareness of and satisfaction with matriculation services, California's San Diego Community College District (SDCCD) surveyed 20,448 re-enrolling credit students in fall 1991 and spring 1992 at the District's City, Mesa, and Miramar Colleges and Educational Cultural Complex. Specifically, the survey sought data on student demographics, educational background, and satisfaction with orientation, assessment and placement, counseling and advising, and other matriculation services. From the original sample, a final sample was selected of students who originally enrolled in fall 1990, were transfer or degree oriented, and had used at least one service. The result was a pool of 7,086 responses. Study findings, focusing on responses for San Diego Mesa College (SDMC) compared to results for the rest of the District, included the following: (1) 78.1% of SDMC students rated orientation as good or excellent, compared to 81.1% for the rest of the District; (2) although 67.9% of SDMC students rated advisement and counseling as good or excellent, 32.2% rated them as fair or poor; (3) 74.9% of SDMC respondents agreed that the services they received had helped them to clarify and reach educational goals, compared to 77.6% for the rest of the District; and (4) 32.3% of SDMC students indicated that they used all the matriculation services. Graphs of districtwide responses by student ethnicity and the survey instrument are appended. (HAA)

ED 398 963 JC 960 498

Armstrong, William B.
Matriculation in the SDCCD: Student Satisfaction and Equity in Matriculation Services. Student Survey, San Diego Miramar College.
PUB DATE- 93
NOTE- 63p.; For matriculation reports for San Diego City College and San Diego Mesa College, see JC 960 496-497.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Counseling Services; Multicampus Districts; *Participant Satisfaction; Program Effectiveness; School Orientation; *Student Attitudes; Student Educational Objectives; *Student Personnel Services; Two Year Colleges; Two

Data tables are included. (HAA)

ED 398 980 JC 960 539

Aboriginal Graduate Employment Statistics Report, 1994.
PUB DATE- Jul 95
NOTE- 39p.; For a related study of trends in Aboriginal employment, see JC 960 538.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Educational Benefits; *Education Work Relationship; *Employment Patterns; Foreign Countries; Graduate Surveys; *Indigenous Populations; Minority Groups; *Outcomes of Education; *Salaries; Technical Institutes; Two Year Colleges; Vocational Followup
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

In 1994, the Saskatchewan Institute of Applied Science and Technology (SIAST) conducted a study of 1993-94 graduates from SIAST's four campuses to compare the employment rates of graduates of Aboriginal ancestry to those of graduates overall. Questionnaires were mailed to all 2,346 graduates from 1992-93, receiving responses from 1,600 graduates, of whom 77 identified themselves as of Aboriginal ancestry. Study findings, including comparisons to findings from past studies, included the following: (1) 78.3% of all graduates from 1993-94 were employed 6 months after graduation, compared to 71.4% of Aboriginal respondents; (2) the 6.9% differential between aboriginal and general graduate employment rates for 1994 represented a decrease from the 8% differential found in 1993; (3) 11% of the Aboriginal graduates found employment outside of Saskatchewan, compared to 12% overall; (4) although Aboriginals have disproportionately low incomes province-wide, graduation from SIAST eliminated that gap, with Aboriginals earning a mean monthly salary of $1,794.72, compared to $1,780.71 for all graduates; (5) 17% of Aboriginal graduates were continuing their education, compared to 18% of all graduates; and (6) Aboriginal respondents rated the quality of the training they received at SIAST higher than graduates overall. Data tables are included. The survey instrument is appended. (HAA)

ED 398 981 JC 960 541

Saskatchewan Institute of Applied Science and Technology Education Equity Program. Annual Monitoring Report, July 1, 1994-June 30, 1995.
PUB DATE- 31 Aug 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrative Organization; *Affirmative Action; *College Planning; *Enrollment Trends; Equal Education; Foreign Countries; Indigenous Populations; *Minority Groups; *Organizational Objectives; Program Design; School Demography; Student Characteristics; Technical Institutes; Two Year Colleges
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

Prepared in accordance with the Saskatchewan Human Rights Code (SHRC), this report details the status of educational equity as of 1994-95 at the four institutes of the Saskatchewan Institute of Applied Science and Technology (SIAST). Following an unemployment, child support, infant mortality, Head Start enrollment, disability, nutrition, and victims of crime. (SD)

ED 398 998 PS 024 140

Ander, Curry
The Sociomoral Development of Young Children at the East End Children's Workshop. A Phoenix Foundation Pilot Project.
PUB DATE- Jan 96
NOTE- 21p.; Paper presented at the Annual Save the Children Child Care Technical Assistance Conference (19th, Atlanta, GA, March 28-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Family Programs; *Interpersonal Competence; *Moral Development; Parent Child Relationship; Pilot Projects; Program Descriptions; Program Implementation; *Social Cognition; Social Services; *Young Children
IDENTIFIERS- Family Support; *Resilience (Personality)

Based on the belief that critical thinking patterns, language abilities, and social skills that develop from birth to age 6 are foundational to children's sociomoral development, the Phoenix Project was developed to explore the factors contributing to and affecting children's sociomoral development. This pilot project was carried out by the Phoenix Foundation and the East End Children's Workshop (EECW) in Portland, Maine. The three goals of this project were: (1) to study the question of "why do some children have more resiliency than others in similar difficult situations, and how can we remote that resiliency?"; (2) to seek ways to develop a curriculum model as a primary tool to address children's sociomoral development and resiliency; and (3) to create a system of collaborative services that support the families served at EECW and the surrounding East End neighborhood. Among the findings and accomplishments of the project are the following: (1) careful definitions helped frame the scope of the project; (2) curriculum is an emerging process; (3) resiliency in children has specific qualities; (4) focusing on sociomoral development begins by finding strengths; (5) enhancing meaningful relationships with parents is critical; and (6) ensuring a sense of safety can be difficult. Recommendations to improve the Phoenix Project include developing an emerging curriculum that emphasizes sociomoral development, and continuing high quality training and support for staff. (Five attachments contain a glossary, drawings of the EECW site, 36 references, a neighborhood questionnaire, and a list of organizations and individuals who contributed to the project and to this report.) (MOK)

ED 398 999 PS 024 163

Jacobson, Arminta, Ed.; And Others
Annual Conference on Parent Education Proceedings (4th, Denton, Texas, February 9-10, 1996).
PUB DATE- Feb 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; *Child Rearing; Children; Disabilities;

stakeholders, including the children. (Contains 24 references.) (MOK)

ED 399 016 PS 024 346

Vedder, Paul; And Others
Multicultural Child Care. Bilingual Education and Bilingualism 9.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; Child Rearing; *Cultural Awareness; *Day Care; *Early Childhood Education; Educational Objectives; Educational Quality; Foreign Countries; Immigrants; Models; *Multicultural Education; Parent Participation; Parent Role; *Parent Teacher Cooperation; Preschool Children; Teacher Role; Teaching Models
IDENTIFIERS- Belgium; Denmark; England; *Europe; France; Germany; *Netherlands; Scotland; Spain; Sweden

In child care centers, parental involvement as well as staff sensitivity toward children and parents are essential for managing cultural diversity in a way that is beneficial for both migrant and indigenous families. Defining and improving the quality of center education from a multicultural perspective require discussions between staff and parents about educational goals and the means to achieve them. This monograph analyzes the state of multicultural education in child care centers, primarily in the Netherlands but also in other Western European nations. The issue of what multicultural education in these centers should look like is also discussed. In the Netherlands, the recent and rapid growth in the number of child care centers, together with the growing numbers of immigrant children visiting these centers, have given a strong impetus to concerns about the quality of center education from a multicultural perspective. History and models of multicultural institutional child care are discussed, together with recommendations for improving the relationship between staff and parents by way of consensus building. Contains 121 references. (MOK)

ED 399 017 PS 024 366

Vondrak, Maripatricia
The Effect of Preschool Education on Math Achievement.
PUB DATE- May 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Elementary School Mathematics; Grade 3; Longitudinal Studies; *Mathematics Achievement; Mathematics Education; Minority Group Children; *Outcomes of Education; *Preschool Education; Pretests Posttests; Primary Education

A study examined the effects of preschool attendance on third graders' mathematics achievement. The subjects for the study were randomly selected from 111 third graders from a predominantly low socioeconomic neighborhood in Chicago. All students were from minority groups. The experimental group was comprised of 21 students who had attended preschool, and the control group of 21 students was comprised of third graders who had not attended preschool. A posttest-only control group design was used to compare the mathematics achievement test care field. The fifth section, "State and Federal Contacts," is a directory of state commissions, state program offices, cluster offices and service centers, and federal contacts. The final section, "Directory of AmeriCorps Early Childhood Programs," offers detailed contact information for the AmeriCorps programs listed in the second section. (EV)

ED 399 034 PS 024 428

Fischer, Sunny; Baron, Dan
Testing Strategies To Raise Immunization Rates. Report of the Joyce Foundation's Special Project on Immunization.
PUB DATE- Oct 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Communicable Diseases; *Community Health Services; *Disease Control; Health Education; Health Materials; Health Promotion; *Immigrants; *Immunization Programs; *Low Income Groups; Preventive Medicine; Public Health
IDENTIFIERS- Illinois (Chicago Metropolitan Area); *Vaccination

In many low-income communities, children are not properly immunized and are left vulnerable to completely preventable illnesses. This report provides information gained as a result of a 1-year funding project in the Chicago area to determine why so many children were not being immunized and how to increase immunization rates. The project tested 5 strategies in 12 programs: (1) educating health care providers about improving immunization rates in their communities, and addressing current delivery and cost issues; (2) educating parents and improving access in low-income and immigrant communities; (3) improving access; (4) improving immunization services at traditional and non-traditional sites; and (5) engaging in a public education campaign to raise awareness. The project found that success depends on partnerships among parents, clinics, government agencies, community-based not-for-profit organizations and coalitions, social service agencies, and universities. Results also indicated the importance of making prevention a priority. The report presents summaries of the 12 funded programs, lists the barriers found in the site communities, reviews program outcomes, and provides recommendations for improving the immunization rates in low-income communities. The report concludes with a summary of the grantee findings and a contact list. (SD)

ED 399 035 PS 024 429

The Ounce of Prevention Fund Biennial Report 1993-1995.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Child Welfare; *Early Intervention; Early Parenthood; *Family Programs; Health Promotion; Preschool Education; *Prevention; Program Descriptions; Program Effectiveness; Public Policy
IDENTIFIERS- Family Support; *Ounce of Prevention Program IL; Project Head Start

The Ounce of Prevention Fund is a public-private partnership which promotes the well-being of children and adolescents by individual and the social and argues that gendering should be considered in any discussion of learning. Chapter 5, "Children as Theorists: Developing a Theory of Mind" (Sue Dockett), examines research on children's progressing theories of mind and argues that practitioners create situations introducing counter-evidence to children's current theory. Chapter 6, "Reasoning and Problem-Solving: Contemporary Theoretical Perspectives" (Beverley Lambert), challenges readers to view the limitations of reductionist research, devoid of social context, and to consider contemporary research, which maps individual pathways. Chapter 7, "The Early Childhood Curriculum Debate" (Toni Cross), reviews research and debate on DAP and discusses the monocultural orientation of DAP. Chapter 8, "Concluding the Debate: Mind Games--What DAP Means to Me" (Margaret Clyde), considers DAP within the historical and contemporary Australian context. Contains over 200 references. (KDFB)

ED 399 052 PS 024 472

Ferry, Jan
Surviving Accreditation: A QIAS Ideas Bank. Accreditation and Beyond Series, Volume I.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Community Involvement; *Day Care; *Early Childhood Education; Foreign Countries; Parent Participation; Program Effectiveness; Young Children
IDENTIFIERS- Australia; Day Care Licensing; Day Care Licensing Agencies; Day Care Regulations

This publication provides information on the accreditation process for early childhood education and care providers participating in the Quality Improvement and Accreditation System (QIAS), developed by the National Childcare Accreditation Council of Australia. The publication is divided into sections corresponding to steps in the self-study/accreditation process. Section 1, "Getting Started and Getting Involved," discusses organizing the accreditation committee, garnering support, documenting progress, involving parents, and dealing with staff concerns. Section 2, "Emotional Issues and Concerns," examines guilt, fear of failure, and interstaff conflict. Section 3, "Areas for Improvement and Plans of Action," discusses developing a plan of action based on identified areas for improvement from parent questionnaires and staff observations. Section 4, "Sending in the Self-Study Report," highlights the importance of an organized report for use by the reviewer. Section 5, "The Review," suggests how to plan for the review visit, deal with emotional issues, and debrief participants. Section 6, "When It's Over," emphasizes accreditation as an ongoing process. Section 7, "The Decision," discusses possible outcomes of the accreditation process. Section 8, "Problem Areas," examines common areas of concern for providers. Section 9, "Handy Hints," suggests using external resources, networking with other children's services, using parent skills and resources, and having a facilitator throughout the process. Section 10, "The Best Parts, or What Gets You Through," reminds readers that the accreditation and their social competence in terms of acquaintanceship and friendship as well as their ability to cooperate. The findings indicated that children in the event-based approach demonstrated significantly clearer communication and more cooperation, although differences in terms of social abilities relating to friendship were not significant. The findings also indicated that there are important links between pretend play, and the social interaction it engenders, and cognitive development. (Contains 25 references.) (WJC)

ED 399 070 PS 024 507

Forehand, Rex; Long, Nicholas
Parenting the Strong-Willed Child: The Clinically Proven Five-Week Program for Parents of Two- to Six-Year-Olds.
PUB DATE- 96
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Change Strategies; Child Behavior; Child Development; Child Rearing; Communication Skills; Family (Sociological Unit); *Parent Child Relationship; Parent Education; *Parenting Skills; Parents; *Problem Children; Self Esteem; Toddlers; Young Children
IDENTIFIERS- *Parent Needs

Parenting is one the most difficult tasks that adults face, and parenting strong-willed children can be even more difficult and frustrating. Parents of strong-willed children are often frustrated by their children's behavior as well as the lack of support and resources to help them deal with their children. This book describes a self-guided program for managing disruptive young children, based upon a clinical treatment program for which typical results include improved parent-child relationships, children who mind their parents more, and fewer child behavior problems at home and in other settings, such as preschool. The sections of the book are: (1) "Understanding Your Strong-Willed Child's Behavior"; (2) "Addressing Strong-Willed Behavior: A Five-Week Program," including determining whether a child's behavior needs to be changed and skill building in the five areas covered by the program--attending, rewarding, ignoring, giving directions, and using time-outs; (3) "Creating a Positive Climate for Behavior Change," including ways to create a more positive home environment, to improve communication skills, to develop more patience, and to build self-esteem; and (4) "Solving Some Common Behavior Problems: Additional Recommendations," discussing specific problem behaviors including temper tantrums, aggression, mealtime problems, bedtime and sleep problems, lying, and sibling rivalry. (BGC)

ED 399 071 PS 024 511

Riera, Michael
Uncommon Sense for Parents with Teenagers.
PUB DATE- 95
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Factors that influence how well or poorly a person handles a disaster are also explored. The remaining chapters are: (1) "Children's Emotional Reaction to Crisis"; (2) "What To Do before a Disaster"; (3) "True Stories: The Shaking Earth"; (4) "What To Do during a Disaster"; (5) "Mental, Emotional, and Physical Reactions to Disaster"; (6) "True Stories; The Blowing Wind"; (7) "What To Do after a Disaster"; (8) "Help after a Disaster"; (9) "True Stories; The Burning Forest"; (10) "Special Family Problems after a Disaster," on coping with problems that may arise with specific family members, including the elderly, adolescents, and disabled; (11) "Cultural Differences in Handling Stress and Disasters," on communicating with disaster workers from other cultures; (12) "True Stories: The Crazy Man," an account of a gunman firing into a school yard; (13) "An Overview of Some Disasters"; (14) "The Media's Impact"; and (15) "The Aftereffects--Years after a Disaster," on both the positive and negative effects, and how the families described in the preceding chapters have fared. Two appendices contain a list of emergency materials to purchase in preparation for disaster, and text to read aloud into a tape reorder to make a pre- or posttrauma relaxation tape. Contains 13 references. (HTH)

ED 399 088 PS 024 556

Harlen, Wynne
Four Years of Change in Education 5-14.
SPONS. AGENCY- Scottish Office Industry Dept., Edinburgh.
PUB DATE- Jun 96
NOTE- 41p.; For related documents, see ED 390 171-73 and PS 024 557.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British National Curriculum; *Curriculum Development; Educational Change; Educational Improvement; Elementary Secondary Education; English Instruction; Foreign Countries; Guidelines; Mathematics Instruction; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Scotland

The 5-14 Development Programme was a major reform encompassing the whole of the curriculum, assessment, national testing and reporting for pupils of age 5 to 14 in Scotland. Between 1989 and 1993, national guidelines were developed for five curricular areas: English language, mathematics, environmental studies, expressive arts, and religious/moral education; and for personal and social development, reporting, assessment, and national testing. This Executive Summary of the first four years' evaluation sets out the main findings against the background to the development program itself and to the evaluation. It is in three main parts. The first part begins by placing 5-14 in the context of curriculum changes in Scottish schools since the 1960s. The second part describes the structure and methods of the evaluation program, which comprised four coordinated projects. The third section summarizes the findings, drawing upon the findings described in detail in the final reports. It concludes by bringing the findings together to consider the implementation in relation to the overarching aims of 5-14: to promote breadth, balance, coherence, continuity, and progression in pupils' learning. (WJC)

ED 399 089 PS 024 557

support for public education and improve the academic performance of students. In addition, the proposal would eliminate busing problems, would require little capital cost, and could actually save the school system money. Includes a comparison of CTBS test scores of the consolidated school with the four schools that were closed. (LP)

ED 399 105 RC 020 635

Brown, David W.; And Others
Systemic Change and the Role of School Boards.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; *Boards of Education; *Change Agents; Educational Change; Educational Objectives; Educational Policy; Elementary Secondary Education; Mathematics Education; Organizational Effectiveness; Policy Analysis; School Districts; Science Education
IDENTIFIERS- *Maine; *Statewide Systemic Initiative; Systemic Change

Since 1992, Maine has received National Science Foundation Statewide Systemic Initiative (SSI) program monies. SSI is a model for improvement of mathematics and science education based on systemic reform. The SSI initiative in Maine has created seven "Beacon School" sites that vary in size and location including high poverty areas, urban areas, and rural areas. Each site is supported by a grant of $50,000 per year for 5 years plus two full-time on-site facilitators. In view of Maine's long history of local control of education, this study examined whether the SSI program influenced nine local school boards responsible for Beacon School sites to change policies, agendas, or behaviors. School board policy audits examined the adopted date of new or revised policies and analyzed current policies related to organizational structure, decision making, resources, professional development, and instruction. Secondly, a review of school board minutes from prior to project implementation through the first 2 project years examined what issues were addressed and what kind of decisions or actions took place. Data indicate that the SSI program impacted local policy makers as evidenced by a decrease in budget actions and an increase in personnel and academic/curriculum actions at board meetings; an increase in the number of policies adopted or revised related to communication, decision making, and instruction; and increased board interest and time spent discussing the Beacon project and systemic change. The findings suggest that school boards can be responsive to programs supportive of systemic change and that boards themselves, through their policy-setting mandates, can play a positive role in engendering systemic change. Includes data tables. (LP)

ED 399 106 RC 020 665

Williams, Cratis D.; Gifford, James M., Ed.
I Become a Teacher: A Memoir of One-Room School Life in Eastern Kentucky.
PUB DATE- 95
NOTE- 99p.; Photographs may not reproduce adequately.
LANGUAGE- English

than small population centers per adult reporting a work disability during 1988. This report examines rural service issues and describes an alternative model for providing rural rehabilitation services. Barriers to rehabilitation in rural areas include fewer professional resources, low incidence rates for specific disabilities, the multiplicity of rural provider's roles, economic factors, cultural diversity, and rural attitudes that may impede effective service delivery. In addition, the application of urban-based medical and multidisciplinary models to rehabilitation in rural areas has resulted in services that are both inefficient and dehumanizing. A major strength of rural communities is a strong sense of community and cooperation that encourages people to be more willing to become involved in the problems of others. A proposed framework for rural service delivery organizes key service elements of providers, recipients, and strategies, and allows for the combination of different service-delivery models to fit a particular rural area's needs and resources. The organization of services in existing models is analyzed, identifying additional methods for enhancing services and developing new models for rural service delivery. Achieving equity must be a central component in rural service planning that is sensitive to geographic considerations, rural/urban differences, and cultural differences. Contains 66 references. (LP)

ED 399 122 RC 020 716

American Indian Disability Legislation Project: Findings of a National Survey of Tribal Governments.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Alaska Natives; American Indian Education; American Indian Reservations; *Disabilities; Elementary Secondary Education; Federal Indian Relationship; *Federal Legislation; National Surveys; *Reservation American Indians; Special Education; *Tribal Government; Tribal Sovereignty; Tribes
IDENTIFIERS- Access to Services; *Americans with Disabilities Act 1990

Few studies have reported whether disability laws and regulations such as the Americans with Disabilities Act (ADA) have been implemented among American Indian tribes or whether tribes even view these laws as potentially valuable or culturally relevant. The American Indian Disability Legislation Project aims to develop methods of adopting disability legislation among tribes that are consistent with ADA principles and respect tribal sovereignty and cultural diversity. The first phase of the project involved a national survey of American Indian tribes that examined issues related to disability legislation. Of 685 surveys sent to identified tribes, 143 were returned. The first section of the report discusses results from the 112 surveys returned from tribes in the lower 48 states. A separate analysis was completed for Alaska Native villages and is included in an appendix. The total enrollment of responding tribes from the lower 48 states was 628,759, including an estimated 41,237 tribal members with a disability that substantially limits one or more major life activities. Only 6 percent of respondents indicated that their tribal governments

Rosser, Sue V., Ed.
Teaching the Majority: Breaking the Gender Barrier in Science, Mathematics, and Engineering.
PUB DATE- 95
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Chemistry; Computer Science Education; *Course Descriptions; Earth Science; Engineering; Higher Education; Instructional Improvement; Mathematics Education; Physical Sciences; Physics; Secondary Education; *Womens Education

This book presents pioneering work in teaching by scientists, mathematicians, and engineers to attract and retain women in these areas. The physical sciences, mathematics, and engineering persist as the professional areas where women have not yet broken the gender barrier. A severe shortage of scientists beginning in the mid-1990s is predicted and becoming increasingly severe by the 21st century. Mainstream scientists are realizing that they must rethink the way science is taught if they are to attract more people, particularly more women, to the sciences. Each chapter in this volume is written by a teacher who has transformed her course to appeal successfully to women students in particular while retaining its appeal for male students. Their transformed curricula, expanded problem sets and laboratory exercises, and successful teaching techniques are presented to assist others in breaking the gender barrier in science and technology. Specific disciplines are covered in five parts: physics and engineering, chemistry, mathematics, computer science, and environmental science and geosciences. (AIM)

ED 399 145 SE 058 055

Garrison, Barbara K., Ed.; Rosser, Arrye R., Ed.
Global Change in the Great Lakes: Scenarios.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; Air Pollution; *Conservation (Environment); Elementary Secondary Education; Environmental Education; *Natural Resources; Water Resources
IDENTIFIERS- Biological Diversity; *Global Change; *Great Lakes; Sea Grant Program

The Ohio Sea Grant Education Program has produced this series of publications designed to help people understand how global change may affect the Great Lakes region. The possible implications of global change for this region of the world are explained in the hope that policymakers and individuals will be more inclined to make responsible decisions about global change policy issues. The individual information sheets, called "scenarios", describe the scientific community's prevailing interpretations of what may happen to the Great Lakes region in the face of global warming. The scenarios are written in terms the general public can understand and include the most recent information available on a variety of subjects. The

"Grand Slam/Base Hit/Strike Out" (Julia C. Polak); (8) "Creating Effective Student-Centered Rubrics" (Karen Barry); (9) "Using Rubrics to Assess Students' Writing in Mathematics" (Kim Potter); (10) "Using Multi-Modal Assessment for Hands-On Science Activities" (Shane Gallagher); (11) "Student Self-Motivation from Student-Teacher Assessment of a Sixth Grade Math Skills Checklist" (Guy R. Roggenkamp); (12) "Self-Assessment Activities to Improve Student Performance" (Brenda Charles); (13) "Self-Assessment in the 9th Grade Science Room: A Usable Document and Relationship to Learning" (Linda S. Graham); (14) "Using Checklists to Improve Student Self-Assessment" (Stephen Hamersky); (15) "In a State of Change" (Dot Snesrud); (16) "Connections between Perceived Competence and Understanding Assessment" (Caroline Winchester and Dianne Vorderstrasse); (17) "Alternative Assessment for a Geometry Benchmark" (Jackie Thomas and Donna Trout); (18) "Traditional vs Alternative Test Results" (Mary E. Stiverson); (19) "Testing for Algebra Readiness" (Vincent Moragues); (20) "Necessary Components of a Rubric" (Audrey Bacon); (21) "Do They Really Understand Fractions" (John Moon); (22) "The School Improvement Process" (Gail Sears); and (23) "The Marigold Project: A Reflective Conversation" (Kathryn A. Ahren and Suzanne Oldham). Appendices include Action Research Rubrics and a list of participants. (JRH)

ED 399 171 SE 058 856

What Works! Encouraging Diversity in Science, Mathematics, Engineering, and Technology through Effective Mentoring. A 5-Year Overview of the Research Careers for Minority Scholars Program.
PUB DATE- Jun 96
NOTE- 114p.; Contains colored paper. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Engineering; *Graduate Study; *Higher Education; *Mentors; *Minority Groups; School Holding Power; *Science Careers; Technology
IDENTIFIERS- National Science Foundation

The National Science Foundation's (NSF) Research Careers for Minority Scholars (RCMS) program was initiated to encourage individuals from underrepresented groups in science, mathematics, engineering and technology (SMET) disciplines to complete undergraduate degree programs and matriculate to SMET graduate degree programs. This report describes the goals, structure, and influence of the RCMS program and catalogs the students' individual accomplishments and the accomplishments of the program. It addresses key areas of support for promoting and strengthening effective student and mentor relationships and also discusses faculty and student roles and responsibilities in those relationships. The report contains specific examples of institutions that have successfully increased student retention within the sciences and engineering as a result of the RCMS program. Also included are a project directory, a list of student publications and presentations, a roster of student graduates enrolled in graduate schools, and a list of businesses and other non-NSF organizations that have contributed to the program's success. (JRH)

ED 399 172 SE 058 857

Hands-On Elementary Science Project. Leader's Manual.

science experience while pursuing independent projects. This book serves as a guide to every aspect of science fairs and science fair projects. It provides information on finding suitable topics, researching them properly, developing experiments, and giving meaning to data results. It also provides guidelines and suggestions for an attractive display together with tips for presenting projects to a panel of judges. Part I, A Complete Guide to Science Fair Projects, includes the following chapters: (1) "Science Fairs and Science Fair Projects"; (2) "Getting Started"; (3) "Conducting an Experiment"; (4) "Organizing and Presenting Data"; (5) "The Display"; (6) "At the Fair"; and (7) "Completing an Award-Winning Research Project". Part II outlines 50 award-winning science fair projects that provide good examples of the methodology behind the scientific method. The outlines demonstrate a range of skill and technical levels, from those used in simple projects to those used in sophisticated projects that have competed at the International Science and Engineering Fair. Appendices include the following: 400 ideas for science fair project topics; U.S. scientific supply companies; state, regional, and foreign science and engineering fairs; and alternative science project competitions. (JRH)

ED 399 195 SO 025 836

Smith, Ralph A.
Excellence II: The Continuing Quest in Art Education.
PUB DATE- 95
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Education; *Art Education; Cultural Pluralism; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Elitism; *Excellence in Education; Instructional Development; Instructional Effectiveness; Modernism; Multicultural Education; Visual Arts
IDENTIFIERS- Populism; Postmodernism

This essay constitutes a thoughtful tool for art education curriculum design and teaching. It outlines a curriculum for art education, K-12, that attempts to do justice not only to the seriousness and complexity of art but also the demands of schooling and aesthetic learning. It updates developments in the art education field and addresses the topics of multiculturalism and cultural particularism as well as modernism and postmodernism as they relate to art education. The book is organized in 10 chapters: (1) "Excellence, The Continuing Ideal"; (2) "The 1980s' Call for Reform"; (3) "Recent Developments: 1986-1994"; (4) "Aesthetic Experience"; (5) "The Marks of Excellence"; (6) "Elitism and Populism"; (7) "Multiculturalism and Cultural Particularism"; (8) "Modernism and Postmodernism"; (9) "An Excellence Curriculum, K-12"; and (10) "Anticipated Reactions." The book concludes with an Appendix, "Aesthetic Experience," and notes. (MM)

ED 399 196 SO 026 106

Blincoe, Deborah, Ed.; Forrest, John, Ed.
Folk Arts in New York State: A Public Forum.
PUB DATE- 89
NOTE- 131p.; A special double issue on this theme.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

Philosophy; Educational Theories; Elementary Secondary Education; *Liberalism; *Outcomes of Education; *Political Attitudes; Politics; *Public Education
IDENTIFIERS- *Political Theories

The current debate between liberals and communitarians in the field of political theory helps to explain the magnitude of the forces aligned against significant change regarding the communal dimensions of schooling and to expose current schooling practices that are most destructive of the possibility of vibrant community life. This essay notes the individual orientation in traditional liberal theory and contrasts it with the communal orientation in communitarian thinking; the distinction between the liberal emphasis on the right and the communitarian emphasis on the good; the liberal propensity for difference-blindness in policy formation against communitarian attention to particularity; and the liberal fondness for proceduralism against the communitarian allegiance to participation. Features of contemporary public schooling, such as the emphasis on individual testing and assessment, coincide with traditional liberal theory and that if public schooling were construed along lines consistent with communitarian theory the practice of assessment would be vastly different. The paper concludes that if schools move toward more emphasis on the communitarian ideal of the good with due concern for fundamental individual rights, the result will be a greater degree of democracy than traditional liberalism has allowed. Contains 13 references. (MAH)

ED 399 218 SP 036 560

Deer, Christine E.; Williams, Don
Professional Development Schools: Do They Have Anything To Offer to Teacher Education in Australia?
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; Educational History; Educational Principles; Foreign Countries; Higher Education; Information Centers; *Knowledge Base for Teaching; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; School Restructuring; Teacher Education Curriculum
IDENTIFIERS- Australia; *Michigan Partnership for a New Education

This paper traces the origins of professional development schools (PDSs), describes their characteristics, examines a network of PDSs, considers the place of PDSs in developing the teaching profession, addresses problems and concerns associated with developing and sustaining PDSs, and draws implications for teacher preparation and the teaching profession in Australia. The professional development school concept was one strand of a complex tapestry of proposals presented in significant U.S. education reform reports of the mid-1980s. Six characteristics are commonly associated with PDSs: (1) collaboration between school and university faculty; (2) commitment to inquiry into new and better approaches to teaching and learning; (3) promoting development of the teaching profession; (4) restructuring traditional leadership and decision-making processes and structures in schools; (5) responsiveness to diverse learners; and (6) developing and modeling exemplary professional practices that can be adopted by other schools. Establishing a statewide network of professional development

Morality, Efficiency, and Reform: An Interpretation of the History of American Education. Work in Progress Series, No. 5.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational Change; Educational History; *Educational Objectives; Educational Philosophy; *Efficiency; Elementary Secondary Education; Public Education; School Desegregation; Teacher Supply and Demand; United States History; *Vocational Education
IDENTIFIERS- *Reform Efforts

This selective view of American educational history is intended primarily to demonstrate how educational change has been pursued almost exclusively as a means to the greater efficiency of students, society, or schools. Even as far back as Colonial days, Americans have usually tried to reform schools by increasing their practicality, i.e., their efficiency. Reforms that propose to make schooling a more nurturing experience for children tend to be ignored unless they can also promise higher test scores, better job skills, lower property taxes, or some other measurable efficiency outcome. However, schools are also moral institutions, not because they teach morality or enforce moral behavior, but because they are based on truthfulness (teachers will not falsify the information they are providing; students will not lie about what they know or do not know), value and usefulness (of the material generally and the particular task at hand specifically), and fairness. To ignore the true moral aspects of schooling and focus only on efficiency, or even the creation of moral behavior, is to misinterpret schools entirely. Contains approximately 237 references. (MAH)

ED 399 237 SP 036 890

Daniels, Patricia A.
Ventures in Integrating Curriculum: A Case Study of Teachers and Students Learning Together.
PUB DATE- 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary School Teachers; Grants; Grantsmanship; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; *Outdoor Education; *Partnerships in Education; Teacher Collaboration
IDENTIFIERS- Lakeview Union School District 43 VT

This is a year-long case study of Lakeview (Vermont) Elementary and Middle School's efforts to create an outdoor environment and improve students learning opportunities with a transdisciplinary curriculum project called "Ventures." It details the interplay of partnerships among administrators, teachers, students, parents, a local business, and a funding agency. Data sources include observations of project activities, anecdotal information from and semi-structured interviews with participants, and related documents. Observations of participating teachers reveal an approach characterized by: (1) a variety of materials and learning options; (2) learning opportunities that address different

In this collection of 35 brief essays, openly gay and lesbian teachers describe their experiences with homophobia and homosexuality in the education community. Following "Prologue: A Letter to Jerry" (D. Ellison), the book is in four parts. Part 1, "Memories," includes: (1) "I Remember" (K. Jennings); (2) "Skeleton Key" (H. E. Burwell): (3) "Wanda and the Wastebasket" (A. Lipkin); (4) "Teaching with the Heart" (R. Ritchart); (5) "It's the Teachers! The Teachers Are Coming Out!" (P. McCart); (6) "Riding the Horse" (W. J. Blumenfeld); and (7) "No Regrets" (G. Dowd). Part 2, "Journeys," includes: (8) "I Have Come Here To Die" (B. M. Hunter); (9) "You Can't Tell by Looking at Me" (C. Robinson); (10) "The Life beyond the Vita" (J. P. Pikala); (11) "Shelly, Hallie, Jack, and Me" (B. Respini); (12) "You Can't Tell Him I'm Not" (R. Irwin); (13) "Straightforward, But Not Straight" (S. Warren); (14) "Out in the Country" (K. Bell); (15) "I'd Rather the Honesty" (S. Ford); (16) "Yes, I Am" (J. Bridgman); and (17) "Coming Out of the Cloakroom" (G. Campbell). Part 3 "Struggles," includes: (18) "One Teacher in Ten Thousand: Out in Kentucky" (T. Prince); (19) "Ms. G. Is a Lesbian" (T. Gruenwald); (20) "So What Does Happen When You Answer Yes to the 'L' Question?" (J. Griffin); (21) "On Being Out in the Classroom: Dilemma or Duty?" (R. Saint Pierre); (22) "Say It to My Face" (L. Brtek); (23) "Get Over It" (K. Keough); (24) "Insisting on Ignorance: The Paradox of Withholding Knowledge in Our Schools" (D. Bruton). Part 4, "Victories," includes: (25) "Private Conversations" (P. Smith); (26) "Telling Our Stories, Winning Our Freedom" (R. Wilson); (27) "Building a GLOBE in Nebraska" (J. Heineman); (28) "Out and Outcome" (J. Smith); (29) "We Don't Have a Problem Here" (R. Parlin); (30) "What's a Girl to Do?" (G. H. Coburn); (31) "It's Who You Are That Counts" (B. Zimmerman); (32) "Teaching and Learning" (E. Temple); (33) "Among Friends" (T. Mormon); (34) "Working My Way Back Home" (R. Sellars); and (35) "Epilogue: The Question" (A. Osbaldeston). The appendices are: "A Legal Overview of the Rights of Gay, Lesbian, and Bisexual Teachers" (M. L. Bonauto), and "Gay and Lesbian Teacher Organizations in the United States." (ND)

ED 399 256   SP 036 918

Berliner, David C.; Casanova, Ursula
Putting Research To Work in Your School. Revised.
PUB DATE- 96
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Cross Age Teaching; Democratic Values; Educational Research; Elementary Secondary Education; Informal Assessment; *Instructional Improvement; *Multicultural Education; *Nontraditional Education; Peer Teaching; *Portfolio Assessment; School Effectiveness; Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- Dewey (John)

This book contains abridged and edited versions of research reports with original commentary that were previously published elsewhere. The articles reflect J. Dewey's notion that schools must prepare children to be effective members of a democracy and that life in a heterogeneous society requires cultural flexibility and cooperation that must be nurtured in school.

Degrees (Academic); *Employment Opportunities; Higher Education; Nontraditional Students; *Outcomes of Education; *Salaries

This study examined four cohorts of recent college graduates--those who earned BA or BS degrees while working full-time, those who earned the degrees in continuing education, those who earned the degrees while working part-time, and those who earned an advanced degree while working full-time--to determine whether the jobs they obtained after graduation actually required the degree they recently completed. Findings obtained from approximately 1,500 recent graduates revealed that 31 percent were in employment not requiring a degree; graduates in positions not requiring a degree were more likely to graduate from Arts and Letters, Social Science, and Human Ecology programs; graduates in positions requiring a degree had significantly higher salaries than comparable graduates in employment not requiring a degree; grade point average was not a deciding factor in employment status; experiential learning through internships was more prevalent among those with degree-required positions; those in degree-required positions indicated that their academic major and job were highly related, whereas the opposite was true for those in jobs not requiring a degree; job title did not adequately distinguish between groups; a higher percentage (over 75 percent) of graduates in non-degreed positions remained in Michigan to work; and 30 percent of those in non-degreed positions who remained in Michigan resided close to the University. Findings are detailed for each of the four cohorts in eight tables of data. (Author/CK)

ED 398 812 HE 029 423

Boice, Robert
First-Order Principles for College Teachers. Ten Basic Ways To Improve the Teaching Process.
PUB DATE- 96
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Classroom Techniques; College Faculty; *College Instruction; *Educational Principles; Educational Strategies; *Efficiency; Higher Education; Metacognition; Reflective Teaching; Self Evaluation (Individuals); Teacher Attitudes; *Teacher Effectiveness; Teaching Methods; Time Perspective

This book discusses the first order principles (FOPs) of college teaching and their role as the easiest route to working happily and successfully in the classroom. Part 1 lists the 10 principles: (1) moderate classroom incivilities with prosocial immediacies; (2) wait actively for the fruits of one's teaching efforts; (3) begin before feeling ready; (4) work and teach in brief, regular sessions; (5) stop a lesson in a timely fashion; (6) moderate overattachment to content and overreaction to criticism; (7) moderate negative thinking and strong emotions; (8) let others do some of the work, (9) welcome learning and change; and (10) build resilience by limiting wasted efforts. Part 1 also summarizes research showing that FOPs work. Part 2 discusses metacognitions about FOPs for teaching. This section focuses on recognizing society's real objections to efficient both state-supported and independent institutions. Of 27,618 first-time freshmen in the fall of 1994, 84.1 percent had Kentucky origins, 15.1% were from other states, and 0.9 percent were foreign students. In the first-professional degree programs at state-supported universities, 78.3 percent of students had origins in Kentucky, 20.3 percent were from other states, and 1.4 percent were foreign. (JLS)

ED 398 831 HE 029 452

Kentucky College and University Enrollments. 1994.
PUB DATE- Sep 95
NOTE- 241p.; For a related document, see HE 029 451.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; *Enrollment; Full Time Students; Higher Education; In State Students; Majors (Students); Out of State Students; *Private Colleges; Professional Education; *Public Colleges; Theological Education; Transfer Students; Two Year Colleges; Undergraduate Study; Universities
IDENTIFIERS- *Kentucky

Data on enrollments in Kentucky's public and independent higher education institutions, including two-year colleges, business colleges, and seminaries, are presented in 47 tables. Data from fall 1994 enrollments are reported variously by headcount, student classification (year or degree or enrollment status), institution type, full-time-equivalency, black enrollment, residency status, total credit-hours, on-campus credit-hours, off-campus credit-hours, and degree field. In some tables, data are given for each institution; in others, data are reported by institution type. State-supported and independent institutions enrolled a total of 178,067 students in fall 1994. Of the 153,199 students in the state-supported system, 107,618 were at the eight universities and the remaining 45,581 attended the 14 community colleges. The undergraduate field in greatest demand at state-supported universities is health sciences with 11.1 percent followed by business at 10.6 percent and liberal arts with 9.2 percent. Education majors made up 7.0 percent of undergraduate enrollment and 28.8 percent of graduate enrollment. (JLS)

ED 398 832 HE 029 453

Degrees and Other Formal Awards Conferred: Kentucky Colleges and Universities, 1994-1995.
PUB DATE- Apr 96
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; Community Colleges; *Degrees (Academic); Demography; *Higher Education; Private Colleges; Professional Education; Public Colleges
IDENTIFIERS- *Kentucky

This report presents 17 tables which summarize data on the numbers of associate, baccalaureate, master's, specialist's, doctoral, and first-professional degrees, and other formal awards conferred between July 1, 1994 and June 30, 1995 by Kentucky institutions of higher education. These institutions include state-supported universities and community colleges, independent four-year and two-year colleges and universities, and theological seminaries. A total of 25,692 degrees and

ED 398 851 HE 029 472

College Bound: Americans' Attitudes about Paying for College. A Survey of Families with College-Bound High School Students on the Value of a College Education and Its Costs.
SPONS. AGENCY- Sallie Mae, Washington, DC.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *College Bound Students; *Economic Status; Educational Finance; Financial Support; Grade 11; Higher Education; High Schools; High School Seniors; *Parent Attitudes; Parent Responsibility; *Paying for College; *Quality of Life; Student Attitudes; *Student Financial Aid; Student Surveys; Telephone Surveys

This study examined several aspects of family viewpoints regarding the financing of higher education. Data were collected via a telephone survey of 800 parents of college bound high school students and 300 college bound high school juniors and seniors. The survey examined attitudes in such areas as: the relative importance of financing college among families' other basic financial challenges; the perceived value of a college education from economic and quality of life perspectives; the level of responsibility felt by parents and students for financing a college education; and the expectations about sources of funding to be used for their child's education. Over 80 percent of parents indicated their belief that a college education was very valuable or indispensable to their child's financial well being and child's personal well being. Approximately 81 percent of college-bound high school juniors and seniors thought a college education was very valuable or indispensable. Ninety-two percent of parents indicated that a college education was the most important investment they would make for their child with almost one-third indicating that their children's college education was their first financial priority. Thirty-one percent of parents but only 8 percent of students felt that financing college was primarily a parental responsibility. Parents also expected financial aid to play a large role in defraying college costs. (CK)

ED 398 852 HE 029 473

Brown, Janis D.; Madhere, Serge
Post-secondary Achievement: How Prepared Are Our Children?
PUB DATE- 4 Apr 96
NOTE- 27p.; Paper presented at the National Black Family Summit (Hilton Head, SC, April 4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Academic Education; *Black Students; *College Attendance; College Bound Students; College Preparation; Discriminant Analysis; Higher Education; High Schools; High School Students; Longitudinal Studies; Occupational Aspiration; *Parent Influence; Parent Student Relationship; *Socioeconomic Status; *Student Motivation; *Student Surveys; Television Viewing
IDENTIFIERS- *African Americans; High School and Beyond (NCES)

wide area networking; utilizing current and newer technologies in curriculum, instruction, and school management; providing training and technical assistance to all educators; and expanding access to effective teaching and learning through the use of technology. The state's plan is designed to serve as a guide for the development of plans by public schools. The current status of technology in Virginia is outlined. Needs, goals, recommendations, results and strategies, dates, and rationales are discussed for five aspects of planning: (1) infrastructure; (2) technology-based instruction; (3) training and technical assistance; (4) administrative services; and (5) evaluation. The implementation plan for 1996-1998 is then provided for classroom computers and networking; graphing calculators for mathematics; and scientific probes and sensing devices for science. Appendices include: Virginia Educational Technology Advisory Committee (VETAC) Resolution; discussion of the implications of research results; glossary of technology terms; bibliography; and lists of VETAC membership and Virginia Department of Education staff. (Contains 38 references.) (AEF)

ED 398 870 IR 018 049

Williams, Marium
The Egghead and the TV Eye.
PUB DATE- 24 Jul 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Educational Technology; Higher Education; *Interactive Television; Interactive Video; Multimedia Materials; Nontraditional Education; Personal Narratives; Program Evaluation; *Telecourses; User Needs (Information)
IDENTIFIERS- Listservs; Morehead State University KY

This paper describes the first venture of the author (a professor at Kentucky's Morehead State University) into the world of distance learning technology, specifically interactive television. Highlights include the one-way video classroom; multimedia development; compressed video classroom; and use of listservs. An informal evaluation of the semester yielded the following conclusions: (1) the support of the university has often lagged behind the needs of faculty and students; (2) the computers available in faculty offices do not have the capability to run Microsoft Power Point or multimedia clips that need sound cards; (3) there is no university-approved policy to equitably disseminate release time or stipends to distance learning faculty; and (4) the college's policy for fair use of copyrighted material is not yet in place because of the digitized nature of the compressed video system. There is also a list of practical tips for instructors who anticipate teaching telecourses, including: be prepared to visit sites at least once; sign up for 2-hour classes; work with the institutional bureaucracy to get release times and stipends; spend time playing with new software; and stop and give students time to share with each other their thoughts, feelings, and connections with material. (AEF)

ED 398 871 IR 018 050

African Regional Symposium on Telematics for Development. Report and Recommendations = Colloque regional africain la telematique au service du developpement. Rapport et recommandations (Addis classroom instruction by making course materials available electronically. The concern in this instance was whether instructional resources could be expanded for students in the "traditional" scheduled classes by encouraging use of the Internet resource through pre-selection. (Contains 10 references.) (AEF)

ED 398 889 IR 018 069

Littman, Marlyn Kemper
A Managerial Analysis of ATM in Facilitating Distance Education.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Costs; Delivery Systems; *Distance Education; Guidelines; Instructional Development; Nontraditional Education; Program Implementation; Technological Advancement; Telecommunications
IDENTIFIERS- *Asynchronous Transfer Modes; Network Architecture

In this paper, the fundamental characteristics and capabilities of ATM (Asynchronous Transfer Mode) networks in a distance learning environment are examined. Current and projected ATM applications are described, and issues and challenges associated with developing ATM networking solutions for instructional delivery are explored. Other topics include guidelines and strategies facilitating ATM implementation in the educational setting and costs of ATM products. (Author/AEF)

ED 398 890 IR 018 070

Marshall, Gail
Problem Solving about Problem Solving: Framing a Research Agenda.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Change Strategies; Computer Assisted Instruction; Computer Uses in Education; *Educational Strategies; Instructional Improvement; *Problem Solving; Professional Development; Resistance to Change; *Teacher Effectiveness; *Teaching Methods; Teaching Skills; Teaching Styles; *Training Objectives

In order to provide teachers with support for the improvement of computer-based problem solving, this paper considers the following research questions--and provides answers--about how to teach students problem solving and how to design training courses for teachers: (1) What are the teachers' and researchers' assumptions about the relation between teaching and learning?; (2) What constitutes "good teaching" in technology-based classrooms where problem solving is a goal and what do "good" teachers do that their colleagues don't do?; (3) What is the relation, if any, between "good teaching" and students' ability to problem solve successfully?; (4) Have

ED 398 907 IR 018 113

Ginns, Ian S.; Watters, James J.
The Professional Growth of a Primary School Teacher Engaged in an Innovative Primary Science Trial Curriculum Development Project Utilising Satellite Broadcasting.
PUB DATE- Jul 96
NOTE- 20p.; Paper presented at the Annual Conference of the Australasian Science Education Research Association (Canberra, Australian Capital Territory, Australia, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; Curriculum Development; *Educational Television; Elementary Education; Foreign Countries; Inservice Teacher Education; Instructional Effectiveness; *Professional Development; *Science Education; Self Efficacy; *Teacher Attitudes; Teacher Effectiveness; Teacher Evaluation; *Teacher Motivation; Telecommunications
IDENTIFIERS- Australia (Queensland); Personal Effectiveness

The implementation of effective science programs in primary schools is of continuing interest and concern for teacher educators. Recent Australian national initiatives have been designed to foster the teaching of science in primary schools. At the provincial level in Queensland, decisions concerning the planning and introduction of a new primary science syllabus are still pending. As part of the Australian Academy of Science's approach to creating an awareness of the national curriculum project called "Primary Investigations," a project team tried out a series of satellite broadcasts of lessons related to two units of the curriculum for grades 3 and 4. The curriculum development project included a focused inservice component for the respective classroom teachers, also conducted by satellite. This paper reports the involvement of a grade 4 teacher in the project and analyzes her professional growth in the areas of self-efficacy and motivation. Already an experienced and confident teacher, the subject showed no quantitative changes in self-efficacy; however, her pedagogical content knowledge and confidence to teach science in the concept areas covered by the broadcast were enhanced. Changes in the teacher's views about the cooperative learning strategies espoused by "Primary Investigations" were also evident. All the results suggest implications for the design of inservice programs for primary science teachers. (Contains 41 references.) (Author/SWC)

ED 398 908 IR 055 946

Clear Purpose...Complete Commitment. A Long-Range Program To Provide Louisianians with Library and Information Services Adequate to Their Needs. 1997-2001.
PUB DATE- 96
NOTE- 96p.; For 1996-2000 report, see ED 386 188. Cover title: Clear Purpose...Complete Commitment. Long Range Library Program for All Louisianians.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; Library Development; *Library Planning; *Library Services; Library Statistics; Long Range Planning; *Needs Assessment; Organizational Objectives; *Public Libraries; State Libraries; State Programs; Users (Information)
IDENTIFIERS- *Action Plans; Library Services and Construction

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computers; Costs; Depository Libraries; Economic Factors; *Electronic Publishing; *Government Publications; *Information Dissemination; Information Policy; Information Retrieval; Interlibrary Loans; Internet; *Library Surveys; Optical Data Disks; *Readiness; Users (Information)
IDENTIFIERS- New Mexico (East)

Print sources of government information often are discontinued and replaced with either a CD ROM or Internet version, leaving the information seeker access to the documents only if they have technological ability. A more cohesive government information policy could remedy these and related problems. Libraries and the public may not be ready financially to make the shift to electronic information. Thirty-three academic, public, and special libraries in eastern New Mexico were surveyed to illustrate the technological isolation of eastern New Mexico. Of the 23 libraries that completed surveys: (1) two are selective federal depository libraries--both have text based Internet access and CD ROM capabilities, one provides Internet access to faculty and staff only; (2) four have Internet access and CD ROM capabilities; (3) two have CD ROM capabilities and plan to be on the Internet by year end; and (4) 15 have no Internet access, and seven libraries of this group have no CD ROM capabilities. When patrons request materials the libraries do not have, libraries either send the patron to a local selective depository, order the materials through interlibrary loan from the regional depository library, or purchase them if they are deemed to be high use potential. Based on the results of the survey, a majority of the participating libraries would not be able to adequately fill document requests if only electronic government information was available. The Depository Library Program is the taxpayer's interface with the information the government produces. If this access point disappears, eastern New Mexicans would be left to their own devices to obtain important government information. (SWC)

ED 398 927 IR 055 985

Kenerson, Murle E.
Performance Funding and Full-Time Equivalence: Implications for Funding in Academic Libraries.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Efficiency; Enrollment; *Evaluation Criteria; *Evaluation Problems; *Full Time Equivalency; Higher Education; Library Administration; *Library Funding; *Resource Allocation; School Policy; State Aid
IDENTIFIERS- Output Measurements; *Performance Levels; Tennessee Higher Education Commission; *Tennessee State University

The Tennessee Higher Education Commission (THEC) is responsible for the annual development and adoption of specific policies and formulas for the equitable distribution of monies in the area of educational instruction and academic support, including libraries. Two formulas are applied to determine funding: Full-Time Equated (FTE) enrollment determines the funding needs of instruction, presents students with abundant opportunities for practice and repetition, administers regular tests, and controls and monitors student progress. The only staff member required is a facilitator who also monitors student progress, drops students from the computer as necessary, and moves students to new modules upon completion. The modules are divided into "chapters" of 15 words, with each chapter further divided into the following 4 lessons: (1) learning the meanings of the words in the chapter; (2) learning to spell each word associated with its meaning; (3) a practice quiz; and (4) a review of previous chapters. Students must complete all four lessons in a chapter before taking the chapter test. Upon completion of all the chapter tests, a final exam is administered. The IVI program has proven to be an effective method of teaching vocabulary and improving students' learning skills at LAPC. (TGI)

ED 398 945 JC 960 351

Gerardi, Steven
Factors Which Influence Community College Graduation.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Community Colleges; Dropout Research; *Educational Attainment; *Graduation; Longitudinal Studies; *Predictor Variables; *School Holding Power; *Student Characteristics; Two Year Colleges
IDENTIFIERS- City University of New York NYC Technical Coll

This report explores factors influencing the persistence and graduation of students at New York City Technical College. Part 1 presents an overview of an 8-semester study conducted of 307 freshmen from September 1989 through June 1994, while part 2 describes the research procedure utilized, indicating that the following types of data were collected: students' social background; educational background; scores on City University of New York (CUNY) standardized assessment examinations; measures of college performance, such as grade point average; and self-concept of ability. Part 3 examines the characteristics of the sample, indicating that in general they were of low socioeconomic status, had insufficient preparation in basic skills, and planned to earn an associate degree. Part 4 provides a descriptive analysis of factors found to contribute to graduation, citing significant positive correlations between graduation and parents' educational background, family income, completion of college preparatory classes in high school, assessment scores, high school mathematics averages, and high self-concept of ability. Part 5 discusses a regression analysis performed using parents' education, family income, educational background, reasons for entering college, degree aspirations, and self-concept of ability as independent variables, suggesting that a combined family income of $20,000 or more, father's college education, higher reading assessment examination scores, and a higher rating in the self-concept of ability scale were predictors of graduation. Tables and graphs are included. (TGI)

ED 398 946 JC 960 352

Gerardi, Steven
The Effects of English as a Second Language on College Academic

Year College Students
IDENTIFIERS- *San Diego Miramar College CA

To determine students' awareness of and satisfaction with matriculation services, California's San Diego Community College District (SDCCD) surveyed 20,448 re-enrolling credit students in fall 1991 and spring 1992 at the District's City, Mesa, and Miramar Colleges and Educational Cultural Complex. Specifically, the survey sought data on student demographics, educational background, and satisfaction with orientation, assessment and placement, counseling and advising, and other matriculation services. From the original sample, a final sample was selected of students who originally enrolled in fall 1990, were transfer or degree oriented, and had used at least one service. The result was a pool of 7,086 responses. Study findings, focusing on responses for San Diego Miramar College (SDMC) compared to results for the rest of the District, included the following: (1) 81.1% of SDMC students rated orientation as good or excellent, compared to 79.2% for the rest of the District; (2) although 63.5% of SDMC students rated advisement and counseling as good or excellent, 36.5% rated them as fair or poor; (3) 75.2% of SDMC respondents agreed that the services they received had helped them to clarify and reach educational goals, compared to 76.4% for the rest of the District; and (4) 24.1% of SDMC students indicated that they used all the matriculation services. Graphs of districtwide responses by student ethnicity and the survey instrument are appended. (HAA)

ED 398 964   JC 960 499

Armstrong, William B.
Math Placement Validation Study: A Summary of the Criterion-Related Validity Evidence and Multiple Measures Data for the San Diego Community College District.
PUB DATE- 94
NOTE- 137p.; For related evaluation reports on placement in the District, see ED 346 938-939 and JC 960 500.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Mathematics; Community Colleges; Correlation; *Cutting Scores; Grade Point Average; Mathematics Achievement; *Mathematics Tests; *Student Characteristics; *Student Placement; *Test Validity; Two Year Colleges
IDENTIFIERS- *Mathematics Diagnostic Testing Project CA

In Fall 1994, the San Diego Community College District (SDCCD), in California, conducted a study to determine the validity of the Mathematics Diagnostic Testing Project (MDTP) placement test. The MDTP provides tests at four levels (i.e., algebra readiness, elementary algebra, intermediate algebra, and pre-calculus) and is used in the District for mathematics placement. The study sample consisted of 2,294 District students who took the test in fall 1994 and were subsequently placed in elementary algebra, intermediate algebra, or trigonometry courses. Test scores were compared to student ethnicity, gender, age, and achievement as measured by grades in the mathematics courses and student grade point averages (GPAs). Study findings included the following: (1) for elementary algebra students, the MDTP elementary algebra test was a better predictor of GPA than the algebra readiness test; (2) for intermediate students, the correlation between the intermediate test and GPA was stronger than the correlation executive summary, part 2 outlines the organization of SIAST's Educational Equity Program (EEP), while part 3 lists the student groups designated as underrepresented in the SIAST student body: students of Aboriginal descent, disabled, visible minorities, and women. Part 4 provides data on the participation of these groups at the four SIAST campuses with respect to applications received, enrollment, graduation, withdrawal, and employment after graduation. Part 5 lists the percentages of these groups in the province as a whole, part 6 describes SIAST's long-term goals with respect to their participation, and part 7 describes trends in the groups' enrollment over the past 5 years. Part 8 describes SIAST's equity policy, detailing the roles and responsibilities of staff, while part 9 lists the EEP's broad goals and objectives for 1994-95. Part 10 summarizes the activities of SIAST's Education Equity Committee to achieve these goals and objectives, while parts 11 and 12 describe partnerships between SIAST and the Saskatchewan Indian Institute of Technologies and Dumont Technical Institute. Finally, part 13 describes the purpose of the Education Equity Special Fund and resulting projects at SIAST's four campuses, while section 14 summarizes activities undertaken in 1994-95 to meet SHRC conditions. Appendixes provide a glossary, tables on student group participation by campus, and detailed information on SIAST equity policies and goals. (HAA)

ED 398 982   JC 960 542

Economic Overview, 1996.
PUB DATE- Mar 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Planning; Community Characteristics; Demography; *Economic Climate; *Educational Needs; *Employment Patterns; Foreign Countries; Job Skills; *Labor Market; Minority Groups; *Needs Assessment; Technical Institutes; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Saskatchewan; Saskatchewan Institute of Applied Sci and Techn

This report provides an overview of economic trends and their effect on labor market training needs in Saskatchewan. Following a brief introduction, part 2 provides an overview of international economic trends, including data on world demographics, while part 3 examines the Canadian economy, focusing on job stability and the employment of minorities. Part 4 reviews the Saskatchewan economy, highlighting growth sectors as of 1996 and provincial spending. Part 5 describes the demographic characteristics of Saskatchewan residents, reviewing the urban/rural split, age distribution and dependency ratio, and influx of immigrants, while part 6 describes the province's Aboriginal population, focusing on age, percentage of women by city, educational levels, unemployment rates, and income. Part 7 describes Saskatchewan's labor force, including unemployment rates, social assistance recipients, employment by sex, youth employment, employment changes by region and by industry, self-employment, and the future outlook. Part 8 describes general trends affecting training needs, such as the increasing diversity of the workforce, the shift toward continuous learning, the growth of contingent employment, and an increasing gap between skills and job requirements. Part 9 analyzes the implications of these trends for the Saskatchewan Institute of Applied Science and

Family Environment; Fathers; One Parent Family; Parent Child Relationship; *Parent Education; *Parenting Skills; *Parent Participation; Parent Role; Parent Student Relationship; Parent Workshops

The goals of the 2-day interdisciplinary conference covered in these proceedings were to: (1) present a spectrum of program models, curriculum, and knowledge related to parent education, parent involvement, and parenting; (2) provide in-depth training in parent education; and (3) promote interaction and exchange of ideas. Included in the proceedings are abstracts from the keynote address "Raising Children in a Socially Toxic Environment" and a special session "Understanding Parenting: Adlerian v. Systems Theory." The remainder of the document contains abstracts or summaries of 20 interest sessions, 12 research forums, and 11 workshops. Topics covered include: (1) parent educator collaboration; (2) foster children; (3) child rearing practices; (4) couples intervention; (5) promoting academic achievement; (6) guiding children's television viewing; (7) portfolio assessment; (8) inclusion; (9) classroom teacher's role; (10) parent education as play; (11) Latino parents; (12) sibling relationships; (13) child-adolescent conduct disorders; (14) literacy; (15) adolescent mothers and mentor programs; (16) divided families; (17) grandparent and father caregivers; (18) incarcerated mothers; (19) cultural learning preferences; (20) adult children of alcoholics; (21) parenting children with Down Syndrome; (22) Chinese Malaysian child rearing practices; (23) managing anger; (24) laughter as a barometer of children's health; (25) strategies for shelter settings; (26) supporting parents during crises; and (27) parent-child relationships during early adolescence. (KDFB)

ED 399 000 PS 024 236

Hau, Kit-Tai
Stage Structure of Moral Development: A Comparison of Alternative Models.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adults; Comparative Analysis; Developmental Stages; Foreign Countries; *Goodness of Fit; *Models; *Moral Development; Moral Values; Structural Equation Models; Value Judgment
IDENTIFIERS- British; Chinese People; Kohlberg (Lawrence); Moral Development Test; Moral Orientation

This study evaluated the stage structure of several quasi-simplex and non-simplex models of moral development in two domains of moral development in a British and a Chinese sample. Analyses were based on data reported by Sachs (1992): the Chinese sample consisted of 1,005 students from grade 9 to post-college, and the British sample consisted of 60 students in grades 9-12 and adults. Subjects completed the Moral Development Test, which assesses affective (moral orientation) and cognitive (moral judgment) aspects of moral development. The alternative simplex models evaluated in the present study involved minor reversals, moderate reversals or serious reversals of stages. Ten non-simplex models considering alternate paths of development were also evaluated. The models were evaluated using goodness of fit with the Tucker Lewis Index and the Relative Noncentrality scores from the Iowa Test of Basic Skills (administered in 1990) or the La Prueba Test (administered in 1984) of both groups of subjects. Findings indicated that there was no significant difference between the experimental and control groups in mathematics achievement. (Contains 12 references.) (KDFB)

ED 399 018 PS 024 375

Marcon, Rebecca A.
The "D.C. Study": A Longitudinal Look at Children's Development and Achievement under Varying Educational and Familial Conditions.
PUB DATE- Jun 96
NOTE- 13p.; Poster presented at the National Head Start Research Conference (3rd, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Problems; Child Behavior; *Child Development; Early Intervention; Economically Disadvantaged; Family Environment; Family Influence; *High Risk Students; Individual Needs; Inner City; Longitudinal Studies; Low Income Groups; *Outcomes of Education; *Predictor Variables; *Preschool Education; Socioeconomic Influences; Urban Youth
IDENTIFIERS- District of Columbia Public Schools; Program Characteristics; Project Head Start

This longitudinal research study summarizes how inner-city children's development and achievement are affected by preschool attendance, varying educational models, parent involvement, and identified risk-factors. The study of Washington, DC schools began with 3 cohorts of 4-year-olds enrolled in 3 different preschool models: child initiated, academically directed, or "middle-of-the-road." Upon entering kindergarten, subjects were matched with kindergarten-only peers for follow-up evaluation. Results indicated that attending either Head Start or prekindergarten prior to entering kindergarten had a positive impact on inner-city children's development and achievement in both the short- and longer term. The type of preschool intervention was especially important, with the negative impact of didactic, academically-directed preschool becoming most evident in the transition from third to fourth grade. Failure to fulfill even the most minimal expression of parent involvement represented a clear danger to children's future school success. The need to concentrate spending on intense early intervention was identified. Results suggest that immediate attention must be focused on children with increased risk of developing academic, developmental, and/or behavioral deficits. This study's findings provide the basis for on-going systemic change in the public schools of Washington, D.C. Contains four tables. (Author/AA)

ED 399 019 PS 024 387

Martin, Ruth E.; Ahmad, Mahassen
Nutrition Education and Training Needs in Texas. Nutrition Education and Training Needs Assessment for Federal Fiscal Year 1995. Final Annual Report.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- 95
NOTE- 272p.; For 1993 report, see ED 372 050.
LANGUAGE- English

working with families, communities, and policymakers. Following a letter from the Fund's directors reiterating that prevention programs save scarce resources, this report updates several prevention programs funded by this public-private partnership. This first article, "Parents Too Soon: Consistent Caring Relationships," discusses the success of a model program working to reduce the growing number of teenage parents entering the child welfare system. The second article, "Research: New Systems, New Solutions," discusses the purpose of the Fund's research division and new systems which have been installed to support data collection and analysis. The third article, "Head Start: Being Part of the Head Start Family," discusses the Fund's participation in this preschool developmental program, including its Assertive Parents for Exceptional Children (APEC) and Casa Central, a program geared to homeless children. The fourth article, "Center for Successful Child Development (CSCD): The Future, One Child at a Time," discusses the work of this center, including health care services and Project Success. The fifth article, "Toward Teen Health: Healthy Living, Healthy Learning," discusses the progress of the Fund's three in-school health centers in Chicago public schools. The final article, "Kids PEPP: Fighting for Children and Families," discusses the work of the Kids Public Education and Policy Project (PEPP), whose purpose is to bring together a variety of publics in promoting policies to benefit children and families. Each of the six articles includes a sidebar with additional detail. The report concludes with a list of the Fund's program sites, directors, and donors, as well as a financial statement. (EV)

ED 399 036 PS 024 433

Early Childhood Education Policies: Answers to Common Questions.
PUB DATE- May 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alternative Teacher Certification; Early Childhood Education; Educational Policy; Foreign Countries; Position Papers; Preschool Education; *Preschool Teachers; Standards; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS- National Qualifications Framework (New Zealand); *New Zealand; New Zealand Qualifications Authority

This publication addresses frequently asked questions regarding several of New Zealand's early childhood education policies. Using a question-answer format, an explanation is provided for the licensing requirements of the Ministry of Education for early childhood staff and the criteria for "quality funding." New Zealand Qualifications Authority early childhood education credentials are described: (1) The Early Childhood Point System; (2) Grandparenting of Points for Alternative Qualifications; (3) Equivalence to a Diploma of Teaching (ECE); (4) Licensing Points; and (5) The Development of Future Options for People with Licensing Points. The National Qualifications Framework currently facilitates the development of national standards for qualifications in many industries, including early childhood. A general timeline for the development and implementation of the new early childhood qualification concludes the publication. (KDFB)

ED 399 037 PS 024 436

Woodhead, Martin

process can develop staff feelings of shared purpose, enhance teamwork through the use of a common language, and bring recognition of successful service. (KDFB)

ED 399 053 PS 024 473

Fleer, Marilyn
Staff-Child Interactions: A Vygotskian Perspective. Accreditation and Beyond Series, Volume I.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constructivism (Learning); Day Care; *Discourse Analysis; Early Childhood Education; Foreign Countries; *Interaction; *Interpersonal Communication; Parent Participation; Sex Role; *Teacher Student Relationship; Young Children
IDENTIFIERS- Australia; Scaffolding; Vygotsky (Lev S); Zone of Proximal Development

Taking a Vygotskian perspective, this monograph focuses on the quality of interaction between children and staff in Australian child care and education programs. Aspects of quality interaction are presented through examples of interaction and through personal stories of staff analyzing their interactional patterns through video and audiotapes. Section 1, "When Adult Talk is Quality Interaction," describes characteristics of quality interaction, focusing on the interaction's context, its temporal focus, children's level of interest, and the level of response required. Section 2, "Establishing Common Knowledge," emphasizes seeking information from parents as a basis for interaction. Section 3, "Listening to Children," highlights listening and responding to children and suggests using tape recording to analyze one's communication practices. Section 4, "Positive Modelling," describes how one child care worker used a tape recording of his interactions to identify positive and negative statements, while section 5, "Warm and Friendly Interactions," discusses using videotapes to analyze staff interactions with infants. Section 6, "Children as Individuals," examines how a child-centered philosophy may obscure practices that promote highly gender-biased attitudes and behavior and how gender equity programs may counteract socialization of gendered behavior by children. Section 7, "Staff Interact with Children to Stimulate Curiosity and Thinking," discusses scaffolding to interact with children in their zone of proximal development. Section 8, "Socially Constructed Learning," lists characteristics of the staff role, the child role, and how learning is viewed. The conclusion section lists questions for self-analysis regarding staff interaction with young children. Contains 23 references. (KDFB)

ED 399 054 PS 024 474

McNamara, Kathleen
The Policy Handbook: Developing Policies in Child Care. Accreditation and Beyond Series, Volume I.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Adolescent Development; Adolescents; Athletics; Behavior Problems; Child Rearing; Discipline; Divorce; Eating Disorders; Friendship; Grades (Scholastic); Grief; High Schools; *High School Students; Homosexuality; Mental Health; One Parent Family; *Parent Child Relationship; Parent Influence; *Parenting Skills; Parent Role; Recreational Activities; Remarriage; Sexuality; Substance Abuse; Youth Problems
IDENTIFIERS- *Adolescent Attitudes

This guide to parenting high school-age adolescents is intended to help parents restructure the typically adversarial relationship between parent and teenager by replacing the "parent as manager" role with the "parent as consultant" role. The text is question-driven, comprised of a series of responses to questions commonly asked by parents and other adults who work closely with adolescents. Examples include: (1) "What are fair punishments when teenagers break the rules?"; (2) "What can I do to help my teenager improve his poor grades?"; and (3) "How can we expect our 16-year-old daughter to be ready to drive a car when she can't even keep her room clean?" Potentially destructive behavior is also explored. In addition to three initial chapters that provide overviews of the parent-adolescent relationship, the adolescent world, and high school, remaining chapters include: (1) "Graduation"; (2) "Limits and Structure"; (3) "Natural Consequences"; (4) "Alcohol, Drugs, and Parties"; (5) "Academics, Grades, and Motivation"; (6) "Sex and Romance"; (7) "Being Gay"; (8) "Television, Music, and Computers"; (9) "Sports and Extracurricular Activities"; (10) "Making Friends"; (11) "The Driver's License"; (12) "Eating Modifications and Eating Disorders"; (13) "Adolescent Grieving"; (14) "Divorce"; (15) "Remarriage and Blended Families"; (16) "Single Parenting"; (17) "Parent Mental Health"; (18) "Professional Help"; and (19) "Concluding Remarks." Contains 24 references. (EV)

ED 399 072 PS 024 513

Redleaf, Rhoda
Open the Door, Let's Explore More! Field Trips of Discovery for Young Children.
PUB DATE- 96
NOTE- 357p.; For a 1983 edition, see ED 238 529.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Childrens Literature; *Community; Curriculum Guides; *Early Childhood Education; Educational Games; Experiential Learning; Field Trips; Learning Activities; Neighborhoods; *Outdoor Education; Poetry; Preschool Children; *Preschool Education; *Primary Education; Resource Materials; Safety; Word Lists; *Young Children
IDENTIFIERS- Fingerplays; *Walking

Designed as a resource for teachers and parents, this guide contains activities to help children in primary grades learn from walks and field trips. Chapter 1, "Experience and Learning," discusses general information about how young children learn and the contribution of field trips to

Malcolm, Heather; Byrne, Michel
5-14 in the Primary School: The First Four Years.
SPONS. AGENCY- Scottish Office Industry Dept., Edinburgh.
PUB DATE- Jul 96
NOTE- 100p.; For related documents, see ED 390 171-73 and PS 024 556.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British National Curriculum; *Curriculum Development; Educational Change; Educational Improvement; Elementary Education; English Instruction; Foreign Countries; Guidelines; Mathematics Instruction; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Scotland

The 5-14 Development Programme is a major reform encompassing the whole of the curriculum, assessment, national testing and reporting for pupils 5- to 14 years of age in Scotland. To monitor the early years of implementation of the program, the Scottish Office Education and Industry Department (SOEID) commissioned a national evaluation with a number of strands. This evaluation ran between March 1991 and March 1995. Coordination was handled from the Scottish Council for Research in Education (SCRE) which also undertook one of the strands' implementation in the primary school. This report is divided into six sections. The first section is an introduction that addresses research aims and methods, and the organization of the report. The second section covers the impact of 5-14 on curriculum practice, and the third covers assessment and national testing. The fourth section examines liaisons with secondary and pre-five sectors, and the fifth addresses management of 5-14. The last section provides an account of implementation of 5-14 in one particular school. (WJC)

ED 399 090 PS 024 567

Rabusicova, Milada; Pol, Milan
School/Family Relationships in the New Social Climate: The Case of the Czech Republic in the 1990's.
PUB DATE- Sep 95
NOTE- 18p.; Paper presented at the European Conference on Educational Research (Bath, England, United Kingdom, September 14-17, 1995). Paper based on research supported by the Research Support Scheme of the Central European University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Foreign Countries; Parent Associations; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; School Attitudes
IDENTIFIERS- *Czech Republic; Europe (East)

Dramatic changes in the economic and political structure of the Czech Republic in recent years have challenged schools to transform themselves from closed institutions into open organizations that collaborate with families and communities. This study explored the questions: (1) Are changes in school/family relations really occurring? (2) What are the circumstances of these changes? (3) What might be blocking these changes? (3) What attitudes do schools and parents have about each other and the change in their relationship? and (4) What activities do schools perform to involve parents, and how

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Autobiographies; *Beginning Teachers; *Educational Practices; Elementary Education; Lifelong Learning; Local Color Writing; Multigraded Classes; *One Teacher Schools; Personal Narratives; *Reminiscence; Rural Areas; *Rural Schools; *Teaching Experience
IDENTIFIERS- Appalachia; Kentucky (Lawrence County); *Williams (Cratis D)

This book is a memoir of one-room school life in 1929. In his day, Cratis D. Williams (1911-85) was America's foremost scholar on the Appalachian experience. This book is the story of his first teaching assignment at age 18 in a one-room K-8 school on Caines Creek in Lawrence County, Kentucky. Williams details his classroom practices and innovations and describes his students, his own and students' daily lives, and special school events and holidays. His teaching philosophy was unique. He assumed that all children were capable, eager, and industrious. Proceeding on that assumption, he laid down no rules. Rather, he referred to the desire of everyone to be thoughtful and considerate of others and to have others return thoughtfulness and consideration. Williams' keen sensitivity to other people's feelings and his compassion and appreciation for others became personal trademarks. His good will and spirit of tolerance were the foundation stones of his "educational statesmanship," and he claims that his success as a public person was due to his having accepted himself with confidence as an Appalachian. Includes two short autobiographical statements, photographs, and an index. (TD)

ED 399 107 RC 020 670

Indigenous Affairs = Asuntos Indigenas, 1994-1995.
PUB DATE- 95
NOTE- 961p.; Published four times a year. Contains numerous photographs, which may not reproduce adequately. The Spanish version of No. 4, Oct-Dec 1994 is out of print and a copy could not be obtained to include in this set. For 1993 issues, see ED 373 937.
LANGUAGE- English; Spanish
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Alaska Natives; American Indians; Canada Natives; *Civil Liberties; Cultural Maintenance; *Developing Nations; Economic Development; Females; Foreign Countries; Government Role; *Indigenous Populations; Land Settlement; Minority Groups; Public Policy; *Self Determination; *Sustainable Development; Youth
IDENTIFIERS- International Work Group for Indigenous Affairs; *Land Rights; *Oppression

This document consists of the eight issues of the IWGIA newsletter "Indigenous Affairs" published during 1994-95. Each issue is published in separate English and Spanish versions. The newsletter is published by the International Work Group for Indigenous Affairs (IWGIA), an organization that supports indigenous peoples in their efforts to gain collective rights to their land, culture, and government. Articles cover the effects of colonization and externally based economic development on indigenous populations in Mexico, Canada, the United States, Australia, the Arctic, Central and South America, Africa, India, China, southeast Asia, and Pacific Islands; the role of IWGIA as an advocate of indigenous were familiar with major disability legislation. Diabetes, emotional problems, and slow-to-learn were the major disabilities reported among tribal groups. Respondents indicated low satisfaction among disabled tribal members with regard to respect, opportunity, and access to disability-related services. Respondents also reported that only 67 percent of public buildings on reservations were accessible to the disabled; that disability-related tribal services were more accessible than outside services; and that only 13 percent of tribes had a line item in their budget for disability issues. Appendices include data from the Alaska survey, resolutions passed by the National Congress of American Indians in support of the project, and a glossary. Includes many data tables and maps. (LP)

ED 399 123 RC 020 717

The Funding Book: Rural Supported Employment Resources for Montana.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Disabilities; *Employment Programs; Employment Services; Federal Programs; *Financial Support; Fund Raising; *Income; Job Development; Job Training; Program Descriptions; Secondary Education; Special Education; State Agencies; State Programs; *Supported Employment; Veterans; Vocational Rehabilitation
IDENTIFIERS- Employees with Disabilities; *Montana

This guide provides information on funding resources for supported employment in Montana. Supported employment provides individuals with severe disabilities the tools necessary to enter into an integrated work setting at a competitive wage. Supported employment generally consists of the professional expertise of a job coach, job development strategies, on-site training, and on-going support for continued employment. This guide overviews resources available for long-term supported employment, including Social Security programs such as Supplemental Security Income, Social Security Disability Income, and Social Security work incentive programs; Department of Veterans Affairs; Rural Institute on Disabilities; Rehabilitation/Visual Services Division of the Montana State Department of Social and Rehabilitation Services; Developmental Disabilities Division of the Montana Department of Social and Rehabilitation Services; Montana's Home and Community Based Medicaid Waiver Program; Mental Health Services; Montana Department of Labor and Industry; state unions; Montana Office of Public Instruction; and private fund raising, grants, and foundations. Descriptions include services available, benefits, and eligibility criteria. Also includes a list of contact information for various agencies and a glossary. (LP)

ED 399 124 RC 020 724

'95 in Review: Inter-American Foundation, October 1, 1994, to September 30, 1995.
PUB DATE- 95

Introduction, "Understanding Climate Models," is followed by 10 scenarios. Scenarios include: (1) "How Will Water Resources in the Great Lakes Region Be Affected?"; (2) "Will Biological Diversity in the Great Lakes Region Suffer?"; (3) "What Could Happen to Great Lakes Shipping?"; (4) "How Will Agriculture in the Great Lakes Region be Affected?"; (5) "Will it Affect Airborne Circulation of Toxins?"; (6) "What are the Implications of Low Water Levels in Great Lakes Estuaries?"; (7) "Will it Speed Eutrophication in the Great Lakes?"; (8) "What Could Happen to Great Lakes Recreation?"; (9) "How Could Fish Populations in the Great Lakes be Affected?"; and (10) "How Eill Forests in the Great Lakes Region be Affected?" (JRH)

ED 399 146 SE 058 128

Abbondenza, Elizabeth A., Comp.; Woolman, David C., Ed.
Curriculum Materials in Environmental Education. Bibliography Series 1994, No. 2.
PUB DATE- Oct 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Guides; *Educational Resources; Elementary Secondary Education; *Environmental Education; *Instructional Materials; Multimedia Materials; Periodicals; Reference Materials; Textbooks; Visual Aids

This annotated bibliography is a selected guide to teaching resources available to educators interested in environmental education. The resources are located in the Curriculum Resource Center at Rhode Island College. The bibliography is divided into six parts: curriculum guides, textbooks, multi-media kits, visuals, reference materials, and periodicals. A subject index is included to assist teachers in locating material on specific topics. (JRH)

ED 399 147 SE 058 148

Aebisher, Verena; And Others
The Scientific Education of Girls: Education Beyond Reproach?
PUB DATE- 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anthologies; Career Choice; Elementary Secondary Education; *Females; Higher Education; *Science Education; Sex Bias; *Sex Discrimination; *Womens Education
IDENTIFIERS- UNESCO

This collection of international work about the education of women in the sciences was prepared by the French National Commission in anticipation of the Fourth World Conference on Women. The theme chosen to concentrate on was the access young women are allowed to education and research in the field of the exact sciences, with particular emphasis on mathematics. This work is organized around three themes: inequality, understanding, and strategies for change. The essays in the section about inequality approach the topic of the education of women in the sciences from an international and statistical perspective. The ideas in the section about understanding reflects the notion that better understanding helps fight inequality. Some of the topics in this section include girls and new information technology, coeducational classrooms as an

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 152p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Hands on Science; *Science Projects; *Teacher Workshops; *Technology Education; Telecommunications
IDENTIFIERS- Microcomputer Based Laboratories

This manual is designed to provide support for workshop leaders--science supervisors, staff developers, principals, school change agents, and university instructors--who work with preservice and inservice teachers. The goal of the project was to develop a series of workshops that could support teachers of grades four to six as they shift to an increasingly hands-on, project-based approach to science learning enhanced with technologies such as telecommunications and microcomputer-based laboratories. Topics include Reflecting on Practice, Microcomputer-Based Laboratories, Telecommunications, and Bridging to the Classroom. Resource materials for science background, technology background, and other useful information are also included. Contains approximately 70 references. (JRH)

ED 399 173 SE 058 859

Echols, Jean C.; And Others
Ant Homes under the Ground. Teacher's Guide.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Cooperative Learning; Elementary Education; Entomology; Hands on Science; Mathematical Concepts; *Science Activities; Scientific Concepts
IDENTIFIERS- *Ants

This teacher's guide features step-by-step instructions for activities that use easily-obtained and inexpensive materials as well as background information, literature connections, and assessment ideas. The activities are designed for children in preschool through first grade. Lesson descriptions include suggestions for modifying the activities to make them appropriate for students at any level. Most of the activities can be done in small groups or learning centers. Topics include behavior of live ants, ant body structure and tunneling behavior, ant food, and the life cycle of ants. Activities are designed to foster the following skills: observing, comparing, communicating, role playing, cooperative work, counting, problem solving, spatial reasoning, computation, and gathering data. A large Ant Nest poster, included with the guide, can be assembled in stages to emphasize tunnels, ant food, social life, and the ant life cycle. (JRH)

ED 399 174 SE 058 860

PUB TYPE- Collected Works - Serials (022),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthropology; Art Education; Ballads; Community Resources; Cultural Maintenance; Dialect Studies; Elementary Secondary Education; *Folk Culture; Foreign Countries; Music; Music Education; Oral Tradition; Popular Culture; School Community Relationship; Social Attitudes
IDENTIFIERS- *Folk Arts; Folk Music; Great Britain; Leylines; Maritime People; Military Folklore; *New York; Socioreligion

A special theme issue of this biannually published journal illustrates a range of topics that public folklorists in New York state have addressed in their work. The first article, "Forty Years before the Mast: Sailing the Stormy and Serene Seas of Public Folklore" by Bruce R. Buckley, introduces the volume by setting public folklore in its social and political context. Public schools become a focus for many public folklore projects in the 1960s. Education programs in New York museums and local youth organizations gained new impetus during the 1970s. The 1980s may well be looked upon as the Golden Age of public folklore in New York State. Other articles in this issue include: "A Story Worth Telling: Publishing in the Public Sector" (Ellen McHale); "Folk Arts on the Radio: Issues in the Production of 'Old Traditions--New Sounds'" (Rebecca S. Miller); "The Making of 'God's Mother is the Morning Star': A Case Study in Videotaping an Elderly Folk Artist" (Karen D. Lux); "Trouble Shooting: Overcoming Problems of Collaboration in Film Production" (Peter Biella); "Fieldwork among White Russian Emigres: Some Conceptual Considerations" (Peter Voorheis); "Adirondack Balsam Pillows: Folk Art, Tourist Art, or Subsistence" (Todd DeGarmo); "The Government Giveth and the Government Taketh Away: Helping or Hindering Community Traditions?" (Varick A. Chittenden); and "A Disussion: Community Cultural Empowerment" (Daniel Frank Ward, ed.).

ED 399 197   SO 026 377

Welch, Nancy; Fisher, Paul
Working Relationships: The Arts, Education and Community Development.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Pew Charitable Trusts, Philadelphia, PA.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Audience Participation; Community Attitudes; *Community Development; Community Education; Community Involvement; *Community Programs; Elementary Secondary Education; *Fine Arts; *School Community Relationship; Theater Arts; Visual Arts

This document profiles 11 examples of arts and education institutions across the country that are working to solve community problems. Programs, which reflect a number of purposes, are organized by category. Large Urban Profiles, include: (1) "Bridgemaking" in Chicago: Chicago Arts Partnership in Education; (2) Learning by Working: Young Artists at Work, Arts Commission of Greater Toledo; (3) Arts Education: Local Priority: Arts Integration Program, Tucson/Pima Arts Council; and (4) Communications and Vocations: Arts Talk/Arts Workers, Rhode Island State Council on the Arts. Small Urban Profiles, look at (5) SPECTRA Plus: Cultural schools has been a major objective of the Michigan Partnership for a New Education; however, this paper identifies several obstacles that are likely to impede the program's progress towards its ultimate goals. Brief descriptions of three PDS-related resource centers are provided. Three major problems and concerns are identified: (1) the cost, in time and money; (2) the insufficient number of PDSs; and (3) the status of PDSs as an alternate, rather than mainstream, route to becoming a teacher. The conclusion is reached that the PDS is a promising approach to restructuring and improving both schools and faculties of education in Australia. (Contains 21 references.) (IAH)

ED 399 219   SP 036 649

Morris, Vivian Gunn; And Others
Parent Efficacy, Teacher Efficacy, and Parent Involvement in Professional Development Schools. Research Report for Frayser Elementary School.
PUB DATE- Sep 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Education; Higher Education; *Parent Attitudes; *Parent Participation; Parents as Teachers; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Partnerships in Education; Principals; Professional Development Schools; *Self Efficacy; *Teacher Attitudes
IDENTIFIERS- *Parental Efficacy; Parent Surveys

The purpose of this study was to examine the relationship between parent efficacy, teacher efficacy, and parental involvement in selected school activities at Frayser Elementary School, a professional development school, in Memphis (Tennessee) and to present those results in the context of data from eight other schools. Questionnaires and interviews were used to solicit information from Frayser's principal, teachers, and 100 randomly selected parents. The majority of the 21 parents who responded lived in relatively low-income households where both parents worked outside of the home. Most of the 15 teaching faculty who responded were experienced, female, primary teachers. Parents and teachers agreed that parental participation in volunteer work at school, telephone calls with teachers, and teacher-parent conferences was low. However, Frayser parents, unlike teachers, reported high levels of parental involvement in helping with homework and spending time on other educational activities. Examination of data from all 9 schools (n=221 parents and 196 teachers) participating in the study revealed that neither parent self-efficacy nor parents' perceptions of teacher efficacy were significantly correlated with parent involvement. However, two demographic variables--family structure and family income--seemed to be moderately and consistently related to parents' and teachers' perceptions of teacher efficacy, parent efficacy, and parental involvement. Teacher self-efficacy scores were significantly and negatively correlated with several indicators of parent involvement. Results suggested a weak negative relationship between teacher self-efficacy and parental involvement and a weak positive relationship between teacher perceptions of parent efficacy and parental involvement. Summaries of data from surveys, and copies of the questionnaires are attached. (Contains 22 references.) (Author/IAH) interests, abilities and learning styles; (3) integration of subjects into the curriculum around a common goal; (4) students and teachers making decisions and selecting learning activities; (5) inquiry and investigation as teaching and learning concepts; (6) placing information in a context that has meaning for students; and (7) teachers investigating with their students, providing a model of the lifelong learner. Major questions arising from this study concern grant funding, e.g., results of partial funding, whether the grant application process sets up schools to create unrealistic plans, and grantors cognizance of the realities and complexities of daily school life. (MAH)

ED 399 238 SP 036 891

Boe, Barbara L.
A Democratic Assessment Strategy.
PUB DATE- 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Tarpon Springs, FL, August 3-7, 1996). Twenty-one copies of articles, chapters, columns, etc., from various copyrighted sources, that accompanied the original paper, have not been included in the ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cooperative Learning; Democratic Values; Education Courses; Elementary Education; Experiential Learning; *Group Activities; Higher Education; *Informal Assessment; Portfolio Assessment; Preservice Teacher Education; *Student Evaluation; Teaching Models; *Testing
IDENTIFIERS- Carthage College WI

Alternative teaching strategies such as cooperative group work should be followed by cooperative assessment strategies. Teachers of teachers use various teaching models but may fail to also model a similar variety of assessment strategies. When the emphasis is on cooperative learning, especially with an issues-oriented approach, then the assessment instrument should reflect these strategies. Alternative assessment using oral skills and cooperative learning groups can be used in the classroom in the form of cooperative oral exams. This reduces test anxiety and implements the ideals of democracy in the classroom. The following are two examples of group assessment and democracy in action: (1) in an experimental learning class for teachers, mock school board meetings were used as a group testing model. Working within small groups, a consensus was first reached and then brought to the entire class during sharing time. Each group defended its contribution and additional new ideas emerged from the second level of group dynamics. (2) In a fourth grade class unit on the rain forest, an oral letter was the final project and the assessment tool, incorporating language arts, science, and social studies. Four samples of oral assessments of elementary teacher education students are attached. (Contains 16 references.) (JLS)

ED 399 239 SP 036 892

Community Service/Service Learning: An Implementor's Guide and Resource Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96

The aim is to present recent research that can be immediately applied by the teacher in the classroom. The themes presented in six sections are: (1) teaching; (2) instructional strategies; (3) learning; (4) motivation; (5) school and society; and (6) testing. Research showing the importance of teacher expectations and academic achievement in culturally diverse populations is used to illustrate innovations for increasing student motivation and participation. The contents show that peer-tutoring and cross-age tutoring are found to improve student achievement and participation. Along with nontraditional teaching methods, nontraditional testing methods, such as portfolio evaluation, are discussed. The role of parents and ways to increase parent-school involvement as well as school-community involvement are also discussed. (JLS)

ED 399 257   SP 036 919

Hyerle, David
Visual Tools for Constructing Knowledge.
PUB DATE- 96
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brainstorming; *Constructivism (Learning); Elementary Secondary Education; Higher Education; Information Processing; *Learning Strategies; *Metacognition; Models; Pattern Recognition; *Teaching Methods; *Thinking Skills; *Visualization

The brain works by making patterns, and this process can be visualized through a medium called visual tools. The book discusses three types of visual tools: brainstorming webs, task-specific organizers, and thinking-process maps. Sample lessons, assessments, and descriptions of visual tools in action are included. Emphasis is placed on the interdisciplinary nature of making patterns, as well as the collaborative construction of knowledge, as teachers and students create their own tools and use computer software programs as guides to information management. Visual tools are discussed within the framework of the following themes: (1) constructivism as a paradigm for learning; (2) the types, uses, and successes of visual tools; and (3) a vision of integrating teaching, learning, and assessing through the use of visual tools. Numerous figures represent graphically the concepts discussed in the narrative. (Contains 98 references and a list of selected resources for visual tools.) (MAH)

ED 399 258   SP 036 922

Robbins, Olivia; Campbell, Eugene
Alternative Teacher Program. Report to the General Assembly, 1995-96.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- Jan 96
NOTE- 11p.; For 1993-1994 report, see ED 370 945.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternative Teacher Certification; Elementary School Teachers; Elementary Secondary Education; Higher Education; Program Effectiveness; Program Evaluation; Secondary

teaching; the key elements of efficiency; and mastering efficiency. Some sectons contain references. Contains 59 references. (CK)

ED 398 813 HE 029 424

Warner, David, Ed.; Palfreyman, David, Ed.
Higher Education Management. The Key Elements.
PUB DATE- 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; *Administrative Principles; Collegiality; Cultural Context; Decision Making; Delivery Systems; *Educational Administration; Educational Finance; Educational Planning; Foreign Countries; Higher Education; Investment; *Legal Responsibility; Organizational Climate; Personnel Management; Research Administration; Resource Allocation; *Services; Strategic Planning; Student Needs; Student Personnel Services
IDENTIFIERS- *United Kingdom

This book presents the views of 15 individual authors on the principles of management in higher education from a British perspective. Preliminary material includes brief biographical sketches of each contributing author and a list of selected abbreviations. Individual chapters are: (1) "Setting the Scene" (David Palfreyman and David Warner); (2) "Organizational Culture" (Sue Dopson and Ian McNay); (3) "Strategic Planning" (Harold Thomas); (4) "Sources of Funds and Resource Allocation" (John Sandbach and Harold Thomas); (5) "Financial Management" (Barry Benjamin); (6) "Decision-Making and Committees" (Paddy Stephenson); (7) "Personnel Management" (Alison Hall); (8) "Student Management" (John Gledhill); (9) "Postgraduate and Research Organization and Management" (John Hogan and Mark Clark); (10) "Estate Management" (David Adamson); (11) "Campus Support Services" (Derek Philips); (12) "Student Support Services" (Russell Rowley); (13) "External Relations" (Frank Albrighton and Julia Thomas); (14) "Academic Support Services" (Colin Harrison); and (15) "Managing Student Learning" (Diana Eastcott and Bob Farmer). An additional brief chapter offers notes on the legal framework within which institutions of higher education operate in the United Kingdom. Suggestions for further reading are included. Finally, a brief overview of the Society for Research into Higher Education is presented. (Contains approximately 350 references.) (CK)

ED 398 814 HE 029 425

Goldberg, Julie L.; Sedlacek, William E.
Teaching and Research Fellowship Programs: Encouraging Undergraduate Women To Explore Careers in Academia.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Jun 95
NOTE- 16p.; Paper presented at the National Conference of the "Women in Engineering Program Advocates Network" (Washington, DC, June, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

awards were granted during this reporting period. Of the 21,264 awarded by state-supported institutions, 17,577 were earned at the 8 universities and 3,687 at the 14 community colleges. Tables include degrees conferred by institution and by degree field for each type of degree. (JLS)

ED 398 833 HE 029 454

Kentucky Institutions of Higher Education Information Digest. 1986-1995.
PUB DATE- May 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Church Related Colleges; *College Faculty; Community Colleges; *Degrees (Academic); Demography; *Educational Finance; *Enrollment; *Higher Education; Private Colleges; Public Colleges; Sex Differences; State Surveys; Theological Education; Tuition
IDENTIFIERS- *Kentucky

This report contains a collection of statistical data and facts concerning institutions of higher education in Kentucky for the period 1986-1995. Introductory material provides definitions of terms and lists Kentucky colleges and universities. It includes data for state-supported institutions and independent colleges and universities, bible colleges, and seminaries. Tables are grouped into those providing data on enrollment, degrees conferred, faculty and staff, finances, and facilities. Each section is preceded by selected data highlights. Among highlights are the following: total headcount enrollment at state-supported institutions increased by 29 percent; black student enrollment increased by 46 percent during the same period; total degrees conferred increased by 24 percent during this period; degrees awarded to older students increased by 50 percent; the greatest increase in employment at both universities and community colleges was in professional nonfaculty; total revenue increased by 89 percent while expenditures increased by 84 percent; the total value of the physical facilities was estimated at $2.2 billion; Data are also provided for independent institutions for enrollment and degrees conferred. (JLS)

ED 398 834 HE 029 455

Fact Book, Fiscal Year 1996.
PUB DATE- 96
NOTE- 48p.; For 1995 version, see ED 389 247.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Budgets; *College Administration; College Admission; Crime; Degrees (Academic); Educational Facilities; *Enrollment; Faculty Mobility; Geographic Distribution; Higher Education; Loan Repayment; Mission Statements; School Security; State Surveys; *State Universities; Student Attitudes; *Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; Trend Analysis; Tuition
IDENTIFIERS- *South Dakota

This annual report provides information about the institutions under the South Dakota Board of Regents including six universities and the schools for the deaf and visually

This study focused on identifying factors that would enhance the probability of college attendance among African-American students. These factors included parental involvement, high school curriculum track, the prestige of one's life goal, socioeconomic status, and amount of television viewing. Data were drawn from a random selection of 1,394 African-American high school sophomores participating in the longitudinal High School and Beyond survey. Discriminant analysis revealed that those desiring to attend college were enrolled in a college preparatory high school course, possessed high occupational aspirations, had parents highly invested in them, and experienced a relatively high Socioeconomic Status (SES). The data revealed that occupational aspirations possessed greater discriminating power than SES or curriculum track. It was concluded that the best avenue for improving students' chances for success depended upon active parental involvement beginning early and continuing through and beyond high school. Four tables contain statistical data on occupational goals, SES, parental involvement, and television viewing time. (Contains 23 references.) (Author/CK)

ED 398 853   HE 029 474

Reinhardt, Brian
Reducing Homophobia through Gay and Lesbian Speaker Panels.
PUB DATE- 11 Nov 94
NOTE- 21p.; Paper presented at the Annual meeting of the Texas Psychological Association (48th, Houston, TX, November 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Attitude Change; Attitude Measures; *Behavior Change; Cognitive Restructuring; *College Students; Group Discussion; Higher Education; *Homophobia; Homosexuality; Lesbianism; Questionnaires; Rating Scales; Sexuality; *Student Attitudes; Student Surveys

This study investigated the effects of attendance at a panel featuring gay and lesbian speakers on self-reported measures of individual homophobia. A total of 200 female and 120 male college students enrolled in human sexuality classes were randomly assigned to pretest or no pretest conditions and completed surveys before, after, and one month following the intervention. Cognitive homophobia was assessed by the Attitudes Toward Lesbians and Gay Men scales. Behavioral homophobia was determined by the Posttest Evaluation Questionnaire. All subjects completed the Marlowe-Crowne Social Desirability Scale as a formalized check on social desirability response tendencies. It was concluded that: (1) the students' levels of cognitive antigay attitudes decreased following interaction with a gay and lesbian speaker panel; (2) the students' levels of affective homophobic attitudes decreased following participation in this panel; and (3) students did not report a greater willingness to engage in gay positive behaviors following exposure to this panel; (4) one month later, students indicated a slight tendency to engage in fewer gay positive behaviors. The study concluded, therefore, that behavior change did not occur as a result of the panel. (Contains 23 references.) (CK)

ED 398 854   HE 029 475

Ababa, Ethiopia, April 3-7, 1995).
PUB DATE- 95
NOTE- 85p.; Document contains both English and French versions.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; Foreign Countries; *Information Technology; *International Cooperation; International Organizations; Multimedia Materials; *Technological Advancement; Telecommunications; User Needs (Information)
IDENTIFIERS- *Africa; Connectivity; Experts; Regulatory Programs; Telecommunications Infrastructure; *Telematics

The African Regional Symposium on Telematics for Development was organized in view of the special educational and communication needs of Africa in a time of accelerating change and development of information technologies. The symposium brought together more than 150 African specialists, and over 40 participants from other regions and development assistance organizations, to discuss achievements, problems and proposed solutions. Recommendations focused on: (1) building political leadership in telematics for development; (2) collaboration and coordination; (3) regulatory issues; (4) training; (5) connectivity, participation and infrastructure development; (6) technical innovation; and (7) broadband and multimedia perspectives. Five annexes (appendices) include: the symposium program; scientific committee of experts; list of participants; list of documents; and Resolution 795 (XXX): "Building Africa's information highway." (AEF)

ED 398 872 IR 018 051

Clawson, E. Penny
Increasing the Computer Literacy of Preservice Teachers through an Applied Integrated Curriculum.
PUB DATE- 96
NOTE- 88p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Computer Anxiety; Computer Attitudes; *Computer Literacy; Computer Oriented Programs; *Computer Uses in Education; Higher Education; Instructional Effectiveness; Integrated Curriculum; *Preservice Teacher Education; Student Attitudes; Student Journals; *Users (Information); Use Studies; Workshops
IDENTIFIERS- Computer Use; Nova Southeastern University FL; *Preservice Teachers; Technology Integration

This practicum was designed to address the problem of computer anxiety and minimal computer usage among preservice teachers. An integrated curriculum was designed based on guidelines from the International Society for Technology in Education, in an attempt to require computer use by students for course assignments and instruction. Workshops outside of class time offered hands-on instruction with IBM (MS-DOS) and Macintosh platforms. Computer logs were kept by the students to determine the frequency and type of work completed on the computer. Each education course was evaluated at its conclusion to determine the effectiveness of the assignments in diminishing the students' computer anxiety and increasing the integration of the technology into the instruction. The data collected showed an increase in the computer usage by the students in all of the schools or school systems successfully overcome teachers' resistance to using technology and how successfully have those teachers been trained?; (5) What results, in terms of student learning, have accrued from change strategies directed at increasing or improving the teaching of problem solving?; (6) What types of training for what duration and with what frequency with what types of teachers--veteran teachers, new teachers, teachers who believe in "hands-on" and teachers who "go by the book"--produce "good teaching?"; (7) How do different training strategies produce positive changes in students' problem-solving behavior?; (8) What different types of training strategies need to be employed to deal with differences in teachers' beliefs about what should be taught and how it should be taught?; (9) What types of training are needed to provide teachers with both the mathematical knowledge necessary to conduct problem- solving lessons and the pedagogical skill to use technology for those lessons?; (10) What differences, if any, are there in the outcomes in students' learning to be problem solvers when computation is the sole or major focus of computer use versus experience with problem solving software, and does ILS use contribute to or detract from problem-solving expertise?; and (11) What role does the choice of measures play in efforts to learn about the impact of technology on students' performance? (Contains 16 references.) (Author/AEF)

ED 398 891 IR 018 071

Mills, Kim; Shelly, Barbara
A Collaboration To Apply Advanced Information Technologies in Education.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; *Cooperative Planning; *Educational Cooperation; *Educational Technology; Elementary Secondary Education; Multimedia Materials; Program Development; Researchers; Teachers; Team Teaching; Team Training; Technological Advancement
IDENTIFIERS- Client Server Computing Systems; *National Information Infrastructure; Prototypes; Syracuse University NY

A collaboration among teachers, education researchers, and computations scientists is described. The collaboration sought to apply advanced information technology in the K-12 classroom. In the Syracuse University Living Schoolbook project, developers created prototype Education Information Infrastructure (EII) services, conducted teacher team training, and established teacher projects to create multimedia content for EII services established. The EII services, which support new, individualized, interactive models of learning, are based on a client-server model linking high-performance multimedia servers with clients in the project schools over a gigabit testbed network. Seven integrated project layers and associated products and activities in the Living Schoolbook Project are identified: (1) assessment; (2) classroom; (3) curricula; (4) EII services; (5) Living Schoolbook prototypes; (6) core National Information Infrastructure services; and (7) base technologies. Large scale projects combining the expertise and

Act; *Louisiana

This document provides the 5-year (1997-2001) library plan for public libraries in Louisiana. It seeks to identify specific inadequacies in public library services, resources, facilities, and personnel. It also identifies the people who are to be served, and reveals geographical, sociological, economic, and educational barriers to the expanded use of libraries. Finally, it presents plans of action to overcome both inadequacies and barriers, whether in the physical plant, in information provision, or in services to demographic groups. Topics include: (1) administration; (2) areas without services; (3) areas with inadequate services, such as staffing, collection, materials selection policy, audiovisual holdings, administrative certification, community information, and drug prevention information; (4) literacy programs; (5) access and services to the handicapped; (6) strengthening the State Library Administrative Agency; (7) urban resource libraries; (8) national/regional resources centers; (9) service to limited speakers of English and to senior citizens; (10) construction; (11) library networks; and (12) preservation. Appendices include the Louisiana State Library organization chart, maps depicting areas with inadequate service and urban vs. rural areas, a list of members in the Library Services and Construction Act (LCSA) State Advisory Council on Libraries, and LSCA criteria, priorities, procedures, and policies. (Author/AEF)

ED 398 909 IR 055 951

Free and Reduced Rate Periodicals for Peace Corps Volunteers. 1996.
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Information; Costs; Information Services; *Periodicals; *Volunteers
IDENTIFIERS- *Free Materials; *Peace Corps

This list of free and reduced rate periodicals is compiled by the office of Information Collection Exchange (ICE) to provide Peace Corps volunteers access to information on periodicals which can be of use during their term of service. Detailed instructions are provided on ordering periodicals which are distributed by ICE to Peace Corps in-country resource centers (IRCs). The main body of this publication is an alphabetical list of available periodicals, including the following information: title; address; subscription rate/shipping method; telecommunications information (telephone, fax, and telex numbers); contact person(s); and a brief description of the periodical. Special indications are made for periodicals which are either offered at a special reduced rate for Peace Corps volunteers or distributed by ICE to Peace Corps offices in countries with related projects. A subject index of periodicals follows the main listings. (AEF)

ED 398 910 IR 055 952

Schene, Carol
The Development of a Strategic Plan for Networking the Kindergarten to Grade Eight School Library Media Centers in the Taunton School System.
PUB DATE- Mar 96
NOTE- 84p.; Certificate of Advanced Study Project, Bridgewater

the organization based on number of full-time students, and Performance-Based Funding is based on the institution's ability to demonstrate improved standards of performance, measured through outcomes assessment such as student test scores and placement of graduates. Each of the formulas pose financial dilemmas for the Tennessee State University (TSU) library. While FTE may be equitable for funding classroom instruction, "half-time" students may require as many library resources as full-time students. Performance funding has little direct reference to the library's main mission, to provide the resources necessary for improving instructional quality. In addition, while the library was allocated a certain stated amount of funding in the annual TSU budget, the full sum is never received by the library, while other TSU departments receive the full funding allocated. A better job of "selling" the library is mandated. (Contains 10 references.) (SWC)

ED 398 928 IR 055 986

Kenerson, Murle E.
Implications and Strategies in Collection Development for Multicultural Education at Tennessee State University.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Black Studies; Cultural Context; *Cultural Differences; Culturally Relevant Education; Diversity (Institutional); Higher Education; Library Acquisition; *Library Collection Development; Library Collections; Literature Reviews; *Multicultural Education; School Demography; Student Characteristics
IDENTIFIERS- Benchmarking; Tennessee State University

This document profiles the role of Tennessee State University's Brown-Daniel Library in its collection development activities for a culturally diverse student body. It recommends that a series of goals and objectives be maintained in the selection criteria of library materials for students having diverse backgrounds. Topics include a brief historical background, school demographics, a description of the Brown-Daniel Library and its multicultural policies and programs, the African-American studies program at Tennessee State University, and a review of the literature on multicultural education. The library and its collection practices are analyzed using Nieto's Model (1992) for multicultural education, which consists of seven benchmark characteristics for multicultural education. Multicultural education should be: anti-racist; basic; widely relevant to all students; pervasive; instrumental in educating about social justice; process-oriented; and based on critical pedagogy. (Author/SWC) (Contains 19 references.)

ED 398 929 IR 055 987

Robles, Kimberley, Comp.; Wyatt, Neal, Comp.
Reference Training in Academic Libraries. CLIP Note #24.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Outcomes.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Bilingual Education Programs; College Outcomes Assessment; Community Colleges; Comparative Analysis; *English (Second Language); *Immigrants; Limited English Speaking; Program Effectiveness; Second Language Programs; Two Year Colleges
IDENTIFIERS- City University of New York NYC Technical Coll

As part of an effort to assess the City University of New York's English as a Second Language (ESL) program, New York City Technical College conducted a study to determine if the ESL course protocol promoted positive academic outcomes among new immigrant students (NIS's) within the regular curricula. Using scores from standardized assessment examinations and measures of college performance from a sample of 717 freshman from 1990, characteristics of the average NIS were assessed and academic outcomes were examined using the following indicators: (1) cumulative grade point average (GPA) after 10 semesters of study, revealing that NIS's generally earned lower GPA's compared to mainstream students; (2) progress toward degree completion based on total credits earned, indicating that NIS's generally earned less credits than mainstream students; and (3) individuals' survival rate in the system as indicated by persistence and graduation rates after 10 semesters of study, suggesting that NIS's did tend to persist longer than mainstream students. Although the data may be interpreted as discouraging, it may be unfair to compare NIS's with mainstream students; a comparison to native-born students requiring remediation may yield more positive outcomes. Data tables are included. (TGI)

ED 398 947 JC 960 431

Thompson, Bob; And Others
Vision 1996-2006. Report of the Planning Committee, Centralia College Foundation.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; Community Colleges; *Donors; Educational Facilities Planning; Educational Finance; *Financial Support; *Fundraising; Long Range Planning; *Philanthropic Foundations; *Program Development; *Scholarships; Two Year Colleges
IDENTIFIERS- *Centralia College WA

The Centralia College Foundation (CCF) was established in 1982 to develop activities to support Washington's Centralia College and the surrounding community. This report provides information on the CCF and describes Foundation goals for 1996 through 2006. First, background information is provided on the establishment and fundraising projects of the CCF, indicating that between 1986 to 1995 the Foundation generated over $2.5 million in cash and gifts. Next, a discussion is provided of a 1995 revision of the CCF mission statement to reflect changes in the college's mission. The bulk of the document then describes goals for the following areas: (1) the Annual Fund, the CCF's major fundraising program; (2) the Business Associates Program; (3) the Deferred/Planned Gifts Program; (4)

found between the elementary test and GPA; (3) no correlation was found between intermediate algebra test scores and GPA for trigonometry students; and (4) while significant effects were found for student characteristics on MDTP test scores, these were reduced by factoring in students' number of years spent out of school before entering college and high school GPA. Appendixes comprising 90% of the publication provide data on cut score validity, test score validity, the relationship between test scores and assessment survey responses, the effect of student characteristics on test scores, and demographics survey from the MDTP. (HAA)

ED 398 965 JC 960 500

Armstrong, William B.
English Placement Testing, Multiple Measures, and Disproportionate Impact: An Analysis of the Criterion- and Content-Related Validity Evidence for the Reading & Writing Placement Tests in the San Diego Community College District.
PUB DATE- 94
NOTE- 70p.; For related evaluation reports on placement in the District, see ED 346 938-939 and JC 960 499.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *College English; Community Colleges; Correlation; Cutting Scores; Grade Point Average; *Predictor Variables; *Reading Tests; *Student Placement; Test Reliability; *Test Validity; Two Year Colleges; *Writing Tests
IDENTIFIERS- San Diego Community College District CA

As part of an effort to statistically validate the placement tests used in California's San Diego Community College District (SDCCD) a study was undertaken to review the criteria- and content-related validity of the Assessment and Placement Services (APS) reading and writing tests. Evidence of criteria and content validity was gathered from technical materials produced by the test publisher, which indicated that a wide range of test developers and evaluators have shown that the tests cover the desired domain of content and have produced reliable results, as well as local surveys of students and faculty conducted from 1991 to 1993. In addition, English course performance was analyzed for all students enrolling in fall 1994 who took the tests to determine correlations between test scores, student characteristics, and performance. This analysis found that the strongest predictors of English course performance were students' high school grade point average (GPA) and the combined APS reading and writing test score. Further, it was found that high school GPA was not highly correlated with test scores, while its inclusion with the scores in a predictor scale mitigated the effects of student ethnicity, gender, and age in explaining variance in students' final grades in English courses. As a result of the study, cut scores were developed for placement into college-level English. Data tables are appended. (HAA)

ED 398 966 JC 960 501

Armstrong, William B.
Educators Exchange: A Program Evaluation.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English

Technology, reviewing needs for English instruction, adult basic education, youth programs, programs assisting Aboriginal youth, programs to retrain the unemployed, entrepreneurship education, and programs focusing on growth occupations and computer-related occupations. Finally, part 10 provides general conclusions. Appendixes provide data on occupational demand by region and Canadian employability skills standards. Contains 39 references. (HAA)

ED 398 983 JC 960 546

Best-Louther, Mary Jane
Career Majors: Overcoming Aimlessness.
PUB DATE- Jun 96
NOTE- 37p.; Materials used in a presentation at "Skills for the Future," Wisconsin's School-To-Work Conference, (Madison, WI, June 24-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Career Exploration; *Career Planning; *Curriculum Development; Demonstration Programs; *Educational Change; *Education Work Relationship; Postsecondary Education; Role of Education; Secondary Education; State Programs; Student Needs

The Wisconsin Department of Public Instruction's Career Major Project (CMP) is a statewide effort to modify the educational system to help students develop meaningful career goals through their learning experiences in high schools, technical colleges, and universities. This document presents materials used in the project, containing information on project goals and demonstration sites. First, a background paper is provided on career majors, describing national findings that most junior high and high school students have little or no career goals or plans and arguing that schools must provide opportunities to help students recognize five competencies: what it means to work, the different types of work, the type of work they prefer, where the type of work they prefer is done, and how to prepare to enter their preferred type of work. Next, a background paper is presented on the changes that should be made to the current educational system to implement school-to-work and career majors, indicating that the system should integrate curriculum, pedagogy, assessment, and developmental guidance. A statewide school-to-work transition plan is then outlined and a handout on career majors is provided, including information on career competencies and a lifework planning model. Next, a report on the CMP is presented, describing project objectives and including a list of schools acting as demonstration sites. Finally, a needs statement for 1996-97 is presented, highlighting the importance of student assessment in determining the effectiveness of restructuring efforts. (HAA)

ED 398 984 JC 960 547

Paquette, William A.
Literature, History, Film, Sam Malone, and the Research Paper.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (New Orleans, LA, April 4-6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Index and the extent to which the model converged to solutions with reasonable parameter estimates. A strong alternative model would be one that was applicable to both moral orientation and moral judgment and to both cultural groups. The fit indexes and the parameter estimates revealed no strong competitor for the theoretical model. (Contains 34 references.) (KDFB)

ED 399 001 PS 024 238

Wilson, Leslie Owen
Every Child, Whole Child: Classroom Activities for Unleashing Natural Abilities.
PUB DATE- 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Ability; Activity Units; *Class Activities; Classroom Environment; *Classroom Techniques; Elementary Education; Learning Activities; Learning Processes; Learning Strategies; *Learning Theories; *Talent Identification
IDENTIFIERS- Gardner (Howard); *Holistic Education; *Multiple Intelligences; Waldorf Educational Theory

The purpose of the guide is to address changes in American schools, focusing on holistic learning, multiple intelligences learning theory, and the importance of aesthetic experiences in children's education. It strives to empower professional teachers with knowledge about new learning theories with concrete activities to put that knowledge into practice. The goal is to address the education of the whole child in terms of mind, body, spirit, and social consciousness. Part 1 of the work aims to give direction and perspective to curricula choices of the past, present, and future. Part 2 specifically addresses the present and future need to educate the student via a holistic approach focusing upon the uniqueness and individual potential of each student. The importance of Howard Gardner's multiple intelligences are defined and explained in detail as important points to address the whole education of a child in the areas of: (1) verbal-linguistic; (2) logical-mathematical; (3) spatial; (4) musical; (5) bodily-kinesthetic; (6) interpersonal; and (7) intrapersonal. The seven intelligencies are incorporated into all subsequent exercises in the guide. The third section consists of activities in the areas of knowing the self, utilizing all of the senses, and the world of art as an educational tool. Each activity provides the teacher with a purpose, age level, list holistic principles utilized, intelligences utilized, and materials necessary. Contains 96 references. The work is fully indexed. (SD)

ED 399 002 PS 024 247

Braveman, Paula; Bennett, Trude
Information for Action: An Advocate's Guide to Using Maternal and Child Health Data.
PUB DATE- 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Child Caregivers; Childhood Attitudes; *Day Care Centers; Family Day Care; *Food Service; Health Related Fitness; *Knowledge Level; Lunch Programs; Needs Assessment; *Nutrition Instruction; Parent Attitudes; *Preschool Children; Preschool Education; Teacher Attitudes
IDENTIFIERS- Nutrition Education and Training Program; Nutrition Knowledge Tests; *Texas; Training Needs

A 3-year needs assessment study examined nutrition knowledge, attitudes, and food practices. Subjects were 135 preschool children ages 3-5 years, 610 parents, 118 day care teachers and providers, 35 food service personnel, and 76 administrators throughout Texas. Registered family day care homes, group day care homes, and day care centers from 11 regions were represented in the sample. Data included on-site physical fitness and health assessment, plate waste, food service practice observation, and mailed questionnaires. Major findings include the following: (1) older children were more likely than younger children to achieve the 70 percent acceptable nutrition knowledge level; (2) there were significant ethnic differences in children's nutrition knowledge; (3) children's food choices were affected by family income; (4) between 7-11 percent of the children were obese but 95 percent had average to excellent dental condition; (5) parents' knowledge and food choices were below the 70 percent acceptability level when children were assumed present and absent, whereas teachers and providers made more desirable food choices when children were assumed present but not when they were assumed absent; (6) although food service personnel demonstrated acceptable nutrition knowledge and planned nutritionally adequate menus, implemented menus often did not meet Child Care Food Program guidelines, and adequate food safety procedures were often not followed; and (7) administrators demonstrated an overall knowledge mean which met the level of 70 percent acceptability, and their attitudes toward nutrition were positive. Identified education and training needs for each subject group were listed, and a training plan was developed. (Nine appendices contain instruments used in the study. Contains 27 references.) (KDFB)

ED 399 020 PS 024 396

Luehr, Ruth Ellen; Hoxie, Ann
Early Childhood Screening Manual.
PUB DATE- Apr 95
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Health; Early Intervention; Individual Development; Parent Education; Parenting Skills; Preschool Education; *Preschool Tests; *Program Implementation; School Readiness; *Screening Tests; Standards; State Programs; State Regulation
IDENTIFIERS- Family Support; *Minnesota; Program Characteristics

The goal of Minnesota's Early Childhood Screening (ECS) program is to identify normal aspects of a child's health and development while sorting out potential problems that need further evaluation. In addition, all parents are linked to

In Search of the Rainbow: Pathways to Quality in Large-Scale Programmes for Young Disadvantaged Children. Early Childhood Development: Practice and Reflections Number 10.
PUB DATE- May 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Child Development; *Cultural Context; Cultural Influences; Culturally Relevant Education; Cultural Relevance; Developed Nations; Developing Nations; Disadvantaged Environment; *Disadvantaged Youth; *Early Childhood Education; Educational Assessment; *Educational Quality; Foreign Countries; Models; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; Developmental Theory; France; India; Kenya; *Quality Indicators; Quality of Environment (Child Care); Venezuela

Those involved in early childhood development must recognize that many of their most cherished beliefs about what is best for children are cultural constructions. This book focuses on quality in large-scale programs for disadvantaged young children in a variety of cultural settings. Chapter 1, "Changing Childhoods," discusses issues which need to be considered in discussions about quality, including changes in childhood in developing societies, the impact of universal child development frameworks, and the role of science and values in defining quality. The remainder of the book uses four studies of early childhood programs in Venezuela, Kenya, India, and France to examine quality development issues. Chapter 2, "Diversity in Quality," describes the four local studies and summarizes the main findings. Chapter 3, "A Framework for Quality Development," presents a three-dimensional model of quality, including stakeholders, quality indicators, and beneficiaries. Chapter 4, "Resources for Quality," proposes a contextual approach to identifying basic quality indicators rather than specifying basic international standards. Chapter 5, "Quality, Children's Needs and Children's Rights," differentiates fundamental and socially constructed children's needs and examines children's rights. Chapter 6, "Quality, Context and Developmental Appropriateness," argues that developmental appropriateness is a product of particular child-rearing contexts and proposes that it be combined with contextual appropriateness to produce practice appropriate to the context of early development (PACED). Chapter 7, "Extending the Principles of 'Contextual Appropriateness'," considers school systems as contributors to perspectives on early childhood program quality. Chapter 8, "Defining Quality through Research and Evaluation," highlights the promise and limitations of research and evaluation studies in identifying quality. Chapter 9, "Steps toward Quality," presents a model of the cycle of quality development in early childhood programs. (Contains 98 references.) (KDFB)

ED 399 038   PS 024 437

Ayre, Elizabeth
They Won't Take No for an Answer: The Relais Enfants-Parents. Early Childhood Development: Practice and Reflections Number 11.
PUB DATE- May 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - General (140)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Day Care; *Early Childhood Education; Foreign Countries; Mission Statements; *Policy; *Policy Formation; Position Papers; *Preschool Education; Program Effectiveness; Young Children
IDENTIFIERS- Australia; Day Care Licensing; Day Care Licensing Agencies; Day Care Regulations

This publication outlines the process for developing policies for Australian child care and education programs--policies that are not only relevant and useful but that also reflect the parents' wishes and the programs' philosophies. Based upon principles of the Quality Improvement and Accreditation System (QIAS), this document highlights the importance of a written philosophy and written goals and policies. The document describes how developing and using policies will add credibility and thereby lead to improved conditions, a higher profile, and a better image for the program. Part 1, "Background," provides a definition of policy and discusses who has policies and the reasons for policies. It also addresses the importance of developing a philosophy from a mission statement to guide later policy development and suggests a process for developing a mission statement and philosophy. Part 2, "Policy Creation," discusses policies imposed by governmental and other agencies; lists areas in which child care centers may need to develop policies, such as enrollment, health/safety, programming, staffing, and administration; discusses when a program should make or revise policies; and discusses how to develop policies. It also includes common questions and ideas from other centers and concludes by noting how philosophy and policy development, as part of the accreditation process, provide an opportunity to achieve the goal of reaching best practice. Two appendices detail several sample policies and philosophies. (KDFB)

ED 399 055 PS 024 475

Bell, Claire
Highlighting Health: A Discussion of Health Practices and Accreditation. Accreditation and Beyond Series, Volume I.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Child Health; Communicable Diseases; Day Care; *Day Care Centers; Dental Health; Foreign Countries; Health Activities; *Health Education; Health Materials; Health Needs; *Health Promotion; Hygiene; Immunization Programs; Preschool Education; *Resource Materials; Standards
IDENTIFIERS- *Accreditation Standards; Australia; Vaccination

Research indicates children in group care have increased risk of infectious illnesses compared to those cared for at home. The health practices of child care center staff, children, and parents will influence the incidence of illness. The issues discussed in the book relate to some of the indicators of selected health accreditation principles in the National Childcare Accreditation Council's handbook. This book is part children's perception, language, memory, and logical thinking; suggests ways to conduct field trips safely, and provides tips for field trips with toddlers. The bulk of the book describes 32 trips, divided into two parts. Part 1, "A World of Walks," presents 14 walks, including walks at home, in a garden or park, among trees, to observe trucks, different shapes, animals, or bugs. Part 2, "Your Community," describes 18 field trips, including trips to the airport, bank, car dealership, construction site, hardware store, hospital, restaurant and zoo. Each walk or trip guideline is organized similarly, with: (1) an overview and purpose statements; (2) discussion topics, vocabulary, activities, and books related to the walk/trip; (3) a list of supplies needed; (4) questions to ask, and experiments to try on the walk/trip; (5) follow-up activities; (6) original and traditional finger plays, poetry, and songs related to the walk/trip; and (7) additional resources. Suggestions are given for field trips in reverse (resources which can be brought to class). Six appendices contain permission slip forms, field trip planning forms and checklists, and orientation or information lists for volunteers or staff. Contains a list of suggested resources. (KDFB)

ED 399 073   PS 024 516

Violence and the Family: Report of the American Psychological Association Presidential Task Force on Violence and the Family.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Battered Women; Change Strategies; Child Abuse; Cultural Influences; Elder Abuse; *Family Environment; Family Problems; *Family Violence; *Intervention; Public Policy; Social Problems; *Victims of Crime; *Violence
IDENTIFIERS- Resilience (Personality)

The American Psychological Association (APA) Task Force on Violence and the Family was convened to bring psychological research and clinical experience to bear on the problem of family violence and to make recommendations for solutions. This report of the Task Force highlights the need for a systematic, multi-faceted, multidisciplinary, and multicultural approach to the problem of family violence. Following an executive summary, Part 1 of the report--"Understanding Family Violence and Its Impact"--lays the groundwork for two central assertions: that violence in the family, like all violence, is learned behavior with far-reaching effects; and that family violence is integrally connected to the intensifying levels of violence in society at large. This section contains four chapters: (1) "What Is Family Violence?"; (2) "The Magnitude of Family Violence"; (3) "Risk and Resiliency Factors"; and (4) "The Effects of Family Violence on Society." Part 2 of the report--"Who Are the Victims of Family Violence?"--focuses on what psychology has to say about the people who are direct victims of violence and abuse. This section contains two chapters: (5) "Adult Victims"; and (6) "Child Victims." Part 3 of the report--"Interventions"-- focuses on ways to identify, stop, mitigate the consequences of, or prevent family violence. This section contains four chapters: (7) "Interventions for Victims and Survivors"; (8) "Intervening Effectively with Perpetrators"; (9) "Family Violence, Psychology, and the Law"; and (10) "Promoting Violence-Free Families." The final section provides 26 recommendations in 5 broad areas: (1) public policy and intervention; (2) prevention and public education; (3) clinical do they perceive the possibility of applying other recommended strategies? The study employed a questionnaire of headmasters at 63 state basic schools (first through ninth grades) in Brno, as well as in-depth interviews, examination of documents, and observation. Findings include the following: (1) schools lack both effective forms of communication with parents and sufficient information about pupils' families; (2) economic pressure and lack of reliable information is contributing to low family participation in their children's education; (3) the school/family relationship declines in upper grades; (4) despite some initiatives, schools' attitudes to non-traditional ways of working with parents remain somewhat reserved; (5) the new emphasis on individualized contacts between schools and families may lead to a fragmentation of parents' participation, while formal representative bodies may become isolated from a majority of parents; and (6) schools' and parents' perceptions and expectations of each other are not very positive. Results highlight the need for better legislative and financial support of schools and more effort from both sides of the relationship. (Contains 20 references.) (EV)

ED 399 091 PS 024 641

Golombok, Susan; Fivush, Robyn
Gender Development.
PUB DATE- 94
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Biological Influences; Cognitive Development; *Cultural Influences; Employed Parents; Fathers; Females; Friendship; *Individual Development; Males; Moral Development; Mothers; Nature Nurture Controversy; One Parent Family; *Parent Child Relationship; Parent Influence; Parent Participation; Play; Prenatal Influences; Sex Bias; *Sex Differences; Sex Role; Sex Stereotypes; *Sexual Identity; Sexuality; Teacher Student Relationship
IDENTIFIERS- Freud (Sigmund); *Gender Issues; Gender Schema Theory

In spite of the loosening ties between reproductive and social roles, the worlds of men and women and boys and girls, are clearly not the same. There is much more to being female or male than the potential to mother or father a child. Gender development does not simply depend on children's relationship with their parents: it results from a complex interaction between the individual and the wider social environment, of which parents are just one part. This book examines the processes that determine gender development: how gender differences come about, why they persist, and the consequences at different stages of life. Following an introduction which explores definitions of concepts such as gender role and sexual identity, as well as measurement issues and bias in gender research, the book's chapters are: (1) "Gender Stereotypes," including developmental issues and gender stereotypes in the media; (2) "Prenatal Influences," including sexual differentiation and hormonal influences; (3) "Psychoanalytic Approaches and Moral Development," including neo-Freudian approaches to gender; (4) "Social Learning Theory," including differential reinforcement and modeling; (5) "Cognitive Development Theories," including gender labeling and gender schema theory; (6) "Play and Friendships," including patterns of early play and friendships; (7) "Intimate Relationships," including male and female sexuality, and motherhood and peoples, decolonization, and sustainable development; federal laws and development projects that restrict basic human rights and have had serious implications for sustainable and equitable development on indigenous lands; case studies addressing the numerous threats to the cultural and physical survival of indigenous peoples including statements from indigenous representatives given at the 12th session of the UN Working Group on Indigenous Populations; issues related to land demarcation and titling and specific cases in which indigenous peoples have successfully fought for their land rights; self-determination and how this practice is being reinterpreted to become an instrument for national and regional conflict resolution standards; the problems and needs of indigenous women and children; issues related to hunting and fishing rights and conservation of natural resources; indigenous peoples' evolving relationship with the United Nations; and issues related to the protection of intellectual property rights of indigenous populations. Each issue also includes short news briefs updating previous articles and reporting on new developments in efforts toward self-determination of indigenous populations. (LP)

ED 399 108 RC 020 674

Medlin, William K.
Fire Mountain: A Nation's Heritage in Jeopardy.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indians; *Conflict; *Conservation (Environment); *Land Use; Local History; National Parks; Natural Resources; *Outdoor Education; Politics; Public Policy; Recreation; Values; Whites; Wilderness
IDENTIFIERS- Environmental Movement; Exploitation; *Lassen Volcanic National Park CA; *National Park Service; Nature

This book addresses the question of what kind of relationship between human beings and nature will best serve the interests of both. The history of Lassen Volcanic National Park in northeastern California illustrates how divergent views on this relationship have impacted the evolution of the American preservation and conservation movement. Prior to 1800, Native Americans had lived in this mountain wilderness for thousands of years. They referred to Lassen Peak as Fire Mountain, due to its volcanic activity. Their lifestyles made no noticeable impact on land, forest, or water. During the last half of the 19th century, the arrival of White settlers brought in its wake almost immediate degradation of the wilderness environment. At the expense of American Indian tribes and cultures, the new occupiers of the land set out to exploit its resources with no regard for the future. However, during the 20th century, the U.S. government has sought to halt degradation and to preserve, even restore, some of this wilderness by creating a national park. Chapter 1 begins with a description of the natural and cultural heritage of Fire Mountain, including the land use and life styles of the Native Americans who inhabited this area. Chapter 2 gives an overview of the many conflicts between white settlers and Native Americans over land use and describes the fate of Ishi, the last known survivor of the Yana-Yahi tribe. Chapter 3 examines the forces and political factors that led to creation of the National Park Service, set up by the federal government in 1916 to safeguard America's natural and cultural

NOTE- 73p.; Photographs may not reproduce adequately. For 1994 report, see ED 383 516.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Role; *Community Action; *Economic Development; Fellowships; Foreign Countries; *Grants; Higher Education; *International Programs; Program Descriptions; Rural Development; Sustainable Development; *Technical Assistance
IDENTIFIERS- Caribbean; Development Education; *Inter American Foundation; International Aid; *Latin America; Nongovernmental Organizations

This report summarizes 1995 activities of the Inter-American Foundation (IAF), an independent agency of the U.S. government. The IAF promotes equitable, responsible, and participatory self-help development in the Caribbean and Latin America by awarding grants directly to local grassroots organizations, as well as to larger organizations that provide local groups with credit, technical assistance, training, and marketing services. Going beyond direct funding, the IAF has launched resource mobilization initiatives through which nongovernmental organizations can pressure governments and private businesses to allocate more resources to sustainable grassroots development, and can decrease dependence on foreign aid by drawing on local public- and private-sector resources. Of $22.9 million in IAF grants, 29 percent supported food production and agriculture; 27 percent funded education and training; 26 percent funded small-enterprise development; and the remainder funded projects related to research and dissemination, ecodevelopment, housing, cultural expression, and health. Educational funding covered such areas as education and training for women, animal husbandry, agricultural education, adult education, health education, literacy education, youth education, organizational development, leadership training, and natural resource management. The IAF also approved $3.7 million for In-Country Support (ICS) programs that contract with local development professionals in Latin America and the Caribbean in facilitating assistance and training to grantees in areas such as operational management, financial administration, resource mobilization, marketing, project evaluation, small business development, and agronomy. This report briefly describes approximately 250 regular grants and approximately 500 ICS grants awarded in 1995, lists foreign graduate students awarded fellowships to study in the United States, profiles fellows and their goals for grassroots development, lists IAF publications and videos, and summarizes financial information. Includes many photographs. (LP)

ED 399 125 RC 020 725

Allen, Kenneth C.; And Others
Survey of Rural Information Infrastructure Technologies.
PUB DATE- Sep 95
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Information; *Audiovisual Communications; Computer Networks; Geographic Isolation; *Information Technology; Public Policy; *Rural Areas; Small Towns; *Telecommunications; Teleconferencing

unfinished process, and the interaction of teachers and students in mathematics classes. In examining possible strategies for change, the last section looks at the difficulty of changing social behavior and describes some examples of strategies in use by developing and developed countries. (DDR)

ED 399 148 SE 058 311

Chiang, Chia-Ling; Guo, Chorng-Jee
A Study of the Images of the Scientist for Elementary School Children.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, April 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; *Scientists; *Student Attitudes
IDENTIFIERS- Taiwan

The purpose of this study was to explore elementary school children's images of scientists with emphasis on how children define scientists, their idea of the nature of scientists' work, and factors that might influence the formation of their images of scientists. Twenty-eight 5th and 6th grade students were asked to draw pictures and write compositions about scientists and were then interviewed for further details regarding their images of scientists. Results indicate that the students did not differentiate scientists from non-scientists very clearly and placed emphasis on scientists' contributions to the well-being of mankind. In addition, findings suggest that students view scientific research as the absolute truth and scientific experiments as proof or verification. Students' images of scientists were found to be influenced by the media, in particular by scientists' biographies. Contains 12 references. (JRH)

ED 399 149 SE 058 359

Fraknoi, Andrew, Ed.
Universe At Your Fingertips: An Astronomy Activity and Resource Notebook.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 779p.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Earth Science; Elementary Secondary Education; Interdisciplinary Approach; Lesson Plans; *Science Activities; *Science Curriculum; Space Sciences; Teaching Guides; Units of Study

The goal of this resource notebook is to provide activities selected by astronomers and classroom teachers, comprehensive resource lists and bibliographies, background material on astronomical topics, and teaching ideas from experienced astronomy educators. The activities are grouped into several major areas of study in astronomy: lunar phases and eclipses,

Tilley, Rebecca; Willard, Carolyn
Secret Formulas. GEMS Teacher's Guide.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- 96
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Hands on Science; *Investigations; Mathematical Concepts; *Science Activities; *Science Process Skills; Scientific Concepts

This teacher's guide features step-by-step instructions for activities that use easily-obtained and inexpensive materials as well as background information, literature connections, and assessment ideas. The unit allows students the opportunity to focus on observing and describing the properties and attributes of substances. In these activities, young students become laboratory scientists and creative inventors as they make their own paste, toothpaste, cola, and ice cream. In the case of each product, they follow the same sequence of science processes: they study the attributes of the product, test its ingredients, and then mix the ingredients to create their own personal secret formula. The activities give students the repeated opportunities they need to understand and begin to use the concept of cause and effect in their investigations. The activities are designed to foster the following skills: observing, comparing, mixing, measuring, calculating, describing, communicating, cooperating, predicting, recording data, inventing, drawing conclusions, and logical thinking. (JRH)

ED 399 175 SE 058 861

Barber, Jacqueline; And Others
Learning about Learning. GEMS Teacher's Guide.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Curriculum Development; Elementary Education; Epistemology; *Interdisciplinary Approach; *Learning Processes; Learning Theories; Science Instruction; Teaching Guides

This unit of study is part of the Great Explorations in Math and Science (GEMS) series produced by the Lawrence Hall of Science. Students investigate learning from a variety of perspectives. They are guided in an exploration of questions such as: how do we learn?; how can we help or hinder that learning process?; do animals learn in a similar way?; how as a community of humans do we learn things that are important to our survival?; how do our brains get information? and does the actual structure of our brains change with learning? The unit includes 10 activities, each of which has preparation details and the script and procedures for the class activity. (DDR)

ED 399 176 SE 058 862

Hancock, Sabrina J. C.

Council of Santa Cruz County; and (6) Art for Science's Sake in Fairbanks, Alaska: Arts & Science Collaboration, Denali Elementary School and Visual Enterprises. The Suburban Profile is: (7) "Strategy for Economic Development and Education: Blue Springs Arts 2000 Partnership. Rural Profiles present (8) Big Ideas in Small Places: Artists in Minnesota Schools & Communities, Minnesota Rural Arts Initiative COMPAS; (9) Parent Power for the Arts: Moms for Fun, Silver City, New Mexico; (10) Art for Every Student: Art in Education Special Project, Idaho's Salmon Arts Council and Brooklyn School; and (11) Theater Development Through Arts Education: Dell'Arte, Blue Lake, California. Common keys to program effectiveness are shown to be: leadership, vision, planning, community involvement, professional development, cooperative relationships, innovation, evaluation, and high quality services. Appendices list additional programs and contacts for the profiled programs. (MM)

ED 399 198 SO 026 379

Women's Education & Fertility Behaviour: Recent Evidence from the Demographic and Health Surveys.
PUB DATE- 95
NOTE- 113p.; For a related case-study, see ED 368 615.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Birth Rate; Civil Rights; Demography; *Developing Nations; Development; Economic Development; *Educational Attainment; Equal Education; Females; Feminism; Higher Education; Justice; *Womens Education; *Womens Studies
IDENTIFIERS- United Nations

This study is part of an ongoing research program concerned with the linkages between women's status and fertility. Among the various dimensions of women's status, education deserves special attention, since it largely conditions the quality of women's lives and is highly susceptible to improvement through policy intervention. Although women's education should be promoted primarily on human rights and social justice grounds, it is widely recognized as one of the most promising catalysts of sustained fertility decline. Knowledge on the casual linkages between education and fertility can hence serve as a valuable policy instrument in the context of development planning. This report is a follow-up to an earlier United Nations study in the late 1980s and updates existing knowledge on the direct and indirect linkages between women's education and fertility. The contents of this study include: (1) Introduction; (2) "Data and Methodology"; (3) "Women's Education: Levels and Trends"; (4) "Education and Fertility: Theoretical Links"; (5) "Education and Fertility: Empirical Evidence"; and (6) Conclusions. Tables and figures accompany the presentation of data. (EH)

ED 399 199 SO 026 384

Living Arrangements of Women and Their Children in Developing Countries: A Demographic Profile.
PUB DATE- 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Culture; *Demography; *Developing

ED 399 220 SP 036 664

Tomorrow's Schools of Education: A Report of the Holmes Group.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 113p.; Earlier related reports by the Holmes Group include "Tomorrow's Teachers: A Report of the Holmes Group" (ED 270 454) and "Tomorrow's Schools: Principles for the Design of the Professional Development School" (ED 328 533).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; Educational Change; *Educational Improvement; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; Partnerships in Education; Position Papers; *Professional Development Schools; *Schools of Education; *Teacher Education; *Teacher Education Curriculum; Teacher Educators
IDENTIFIERS- Diversity (Faculty); Diversity (Student); *Holmes Group

This report contains nine chapters: "A New Beginning"; "The Heart of the Matter: Three Kinds of Development"; "Special Knowledge for Educators"; "Participating in Policy Development"; "Commitment to Diversity"; "Human Resources: Making People Matter"; "The Core of Learning: What All Educators Must Know"; "The Professional Development School: Integral to Tomorrow's School of Education"; and "New Commitments and New Kinds of Accountability for the TSE." To correct the problem of uneven quality in the education and screening of educators for U.S. schools, the report proposes an altered mission for schools of education. Knowledge development, professional development, and policy development lie at the heart of the mission. To fulfill this mission, the 250 Holmes Group member institutions are challenged to raise their quality standards and make important changes in curriculum, faculty, location of work, and student body. Among the challenges are the following: the education school's curriculum should focus on the learning needs of the young and development of educators at various stages of their careers; university faculties should include teachers, practitioners, and other individuals who are at home working in public schools; programs that prepare school personnel and teacher educators need to actively recruit, retain, and graduate a more ethnically diverse student body; faculty and students in schools of education should work predominantly in professional development schools rather than on college campuses; education schools should join together to form an interconnecting set of networks at local, state, regional, and national levels to ensure better work and accountability. (IAH)

ED 399 221 SP 036 681

Clark, Richard W.
What School Leaders Can Do To Help Change Teacher Education. AACTE Forum Series, Second Edition.
PUB DATE- 96
NOTE- 33p.; For an earlier edition, see ED 335 302.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Action; *Community Services; Demonstration Programs; Elementary Secondary Education; Partnerships in Education; Program Development; *Program Implementation; *School Community Programs; *School Community Relationship; *Service Learning; Social Responsibility; State Standards
IDENTIFIERS- *Community Service; *Kentucky

As increased attention is placed on the role of schools in the development of character, community service/service learning, the concept of providing instrution through the study of community issues, action to address them, and reflection on the experience, can help meet school and community goals. Through community service/service learning, students at all levels can develop empathy, cooperation, citizenship, and self-esteem. The Kentucky Education Reform Act (KERA), 1990, mandates graduation requirements that emphasize application and integration. This guide and resource manual was developed to offer practical assistance for implementing service projects. The guide includes: (1) project background and methodology; (2) rationale for service learning and project implementation recommendations; (3) study group member findings; (4) project descriptions; (5) annotated resource list of materials and organizations with a bibliography of additional resources; and (6) 10 appendices of forms used and relevant readings. The projects are based in Kentucky. The resources and organizations are regional and national. (JLS)

ED 399 240 SP 036 893

Collinson, Vivienne
Reaching Students: Teachers' Ways of Knowing.
PUB DATE- 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; Ethics; Interpersonal Competence; *Knowledge Base for Teaching; Parent Teacher Conferences; *Parent Teacher Cooperation; Personal Narratives; Secondary School Teachers; Socialization; *Teacher Student Relationship; *Teaching Models
IDENTIFIERS- *Teacher Knowledge

This book suggests that professional knowledge (knowledge of subject matter, curriculum, and pedagogy) is not sufficient for becoming an exemplary teacher. It must be combined with interpersonal knowledge (relationships with students and with the educational and local communities), and intrapersonal knowledge (teachers ethics, dispositions, and reflection). Six of the seven chapters develop the topics from vignettes of exemplary teachers in action. The structure of the chapters gradually reveals the ecology of exemplary teachers' classrooms. The book includes a discussion of how interpersonal knowledge becomes the focus for creating an environment that

School Teachers; State Departments of Education; *Teacher Education Programs; Vocational Education Teachers
IDENTIFIERS- *Colorado

The Colorado Alternative Teacher Program was created to enable individuals with bachelor's degrees to enter approved alternative teacher certification programs developed by school districts, boards of cooperative services, independent schools, and institutions of higher learning. When an approved candidate is selected, the Colorado Department of Education issues a one-year alternative license which enables the individual to be employed as a teacher, under supervision. At the end of the year, which includes completion of 225 hours of professional preparation, the alternative teacher is issued a 3-year Provisional Teacher License. During the 1995-96 school year, 48 teachers selected from 327 applicants were employed in 14 alternative teacher licensing programs. After 3 months of employment, 29 alternative teachers were rated above average and 19 average. Approved programs included 132 school districts, 2 charter schools, 1 Board of Cooperative Educational Services (BOCES) school, and 12 accreditated non-public schools. In 1995, 65 alternative teachers successfully completed alternative programs. Sixteen minority alternative teachers were employed for the 1995-96 school year; two agencies use letters and brochures to recruit minority teachers. It is estimated that alternative teacher education programs cost slightly more than half the cost of regular state teacher preparation. Five comments dealing with difficulties in program implementation are listed. (MAH)

ED 399 259 SP 036 923

Dudley, Lillian L.; Kinghorn, Harriet R.
Songs To Sing and Picture: Grades PreK-2.
PUB DATE- 96
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Expression; Creative Activities; Instructional Materials; Learning Activities; *Music Activities; *Music Education; Preschool Education; Primary Education; *Self Expression; *Songs; Teaching Methods; *Vocabulary Development
IDENTIFIERS- Songbooks

This resource, designed for both experienced music teachers and educators with limited background in music, combines 50 simple songs with related learning activities and reading suggestions to develop creativity in students and to reinforce learning in a variety of subjects. Each original composition has chord symbols for guitar and autoharp, with music for piano accompaniment on a separate page. Topics in the songs range from the traditional to the contemporary; the content of many of the songs is educational. Activities support learning about self-esteem, home and family, and multicultural issues, and can be used orally with young children and as written assignments for older students to encourage self-expression through art and to promote vocabulary development and comprehension. (ND)

ED 399 260 SP 036 929

Stevenson, Chris
Teaching Ten to Fourteen Year Olds.
PUB DATE- 92

DESCRIPTORS- *Career Choice; Change Agents; College Instruction; College Students; Engineering; *Engineering Education; *Fellowships; *Females; Higher Education; Majors (Students); Mentors; *Role Models; *Student Financial Aid; Student Motivation; Student Reaction; Student Research; Teaching Assistants; Undergraduate Study
IDENTIFIERS- *University of Maryland

This paper summarizes the initiatives taken by the Women in Engineering Program at the A. James Clark School of Engineering at the University of Maryland. Two programs are described - the Research Fellows Program and the Teaching Fellows Program. Both are designed to expose women undergraduate students in engineering to the challenges and rewards of engineering careers in academia. The paper examines the structure and implementation of both programs. The research program outline includes a description of the application and selection process; orientation; research activities; students' experiences of working with faculty and graduate students; "Research Forum Celebration"; and focus groups. Overall, the fellows reported that their confidence in their skills and interest in engineering had increased. A total of 90 percent of the students agreed that their experience as a fellow had helped them. The Teaching Fellows Program was designed to provide undergraduate female engineering students an opportunity to assist a faculty member in teaching a lower level engineering course. The fellows participated in a wide range of teaching activities, such as presenting lectures, grading homework, holding office hours, referring students to other university resources, facilitating small group discussions, and tutoring and mentoring students. This program can help mitigate the lack of female role models in the engineering classroom.(CK)

ED 398 815   HE 029 426

Chang, Glenna C.; And Others
Focus Group Report: Seminar in College Teaching.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Careers; Cognitive Style; *College Instruction; College Students; *Course Objectives; Engineering Education; *Fellowships; Focus Groups; Higher Education; *Learning Experience; Learning Theories; *Professional Development; Seminars; *Student Reaction; Teaching Assistants; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *University of Maryland

This paper presents the report of a University of Maryland focus group evaluating a seminar in teaching designed for undergraduate teaching fellows in engineering. The course's purpose was to provide the fellows the opportunity to apply teaching theory to practice. Focus groups were conducted in order to evaluate the course and the teaching fellows' experience as a whole. Questions were based on the course objectives, which included providing teaching fellows with: an overview of the theory and research in college teaching; an understanding of students' learning styles and of how classroom climate affects learning; the opportunity to explore different teaching methods; the information necessary to help engineering students make a connection with the school of engineering and the university; and the opportunity to process their classroom handicapped. The first section provides information on general concerns (such as the Regental Committee structure and institutional mission statements). The bulk of the report consists of tables and charts that summarize the following (with sample sub-topics): (1) financial affairs (operating budgets and budgeted mean salaries); (2) tuition and fees (historical tuition rates--1971-1996 and Fiscal Year 1996 tuition and fees schedule; (3) financial aid (student financial aid by program and state funded financial aid programs); (4) enrollment (student profile, fall 1995 headcount data, enrollment by site of instruction); (5) student right-to-know (campus crime reports and student persistence rates); (6) special schools (the South Dakota Schools for the Deaf and Visually Handicapped); (7) human resources (faculty salaries by professorial rank and turnover report); (8) management ratios (historical costs per student full time equivalent and student faculty ratio; (9) degrees conferred (numbers, trends, and by discipline); (10) physical plant (residence facility utilization and academic/revenue buildings); and (11) regional/national comparisons (full-time faculty salaries--regional/national comparisons.) (DB)

ED 398 835 HE 029 456

Student Enrollments, Fall 1995.
PUB DATE- Jun 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; College Freshmen; Community Colleges; Demography; Educational Facilities; Enrollment; *Enrollment Trends; Ethnicity; Geographic Distribution; *Higher Education; High Risk Students; Remedial Instruction; School Holding Power; State Universities; Transfer Students; Trend Analysis; Two Year College Students
IDENTIFIERS- *Arkansas

This document presents demographic information about enrollment at public and independent institutions of higher education in Arkansas as of fall 1995. A listing of abbreviations for the public four-year, public two-year, and independent institutions is followed by a map of their locations. An executive summary identifies highlights such as the following: a headcount of 101,245 students at the 45 public and independent institutions, slightly higher than the year before; a pattern of declining enrollment at many of the public universities; a major enrollment increase in the two-year technical colleges; and black students comprised 15 percent of total student enrollment. The bulk of this document consists of 39 tables and associated figures. An overview section presents tables which provide data on: total on-campus headcount by type of institution, 1991-1995; total on-campus full-time equivalency by public institution, 1992-1995; total on-campus headcount by student level and attendance status, 1991-1995; college going rate for first-time students at Arkansas institutions; and Arkansas college going rate, 1980-1995. Other sections present tables detailing data on race/ethnicity, gender, age, attendance status, transfers, geographic origins, retention, and first-time freshmen enrolled in remedial courses. (KG)

ED 398 836 HE 029 457

Student Semester Credit Hours and Full-time Equivalent Enrollments, 1994-95.

Kim, Mikyong
The Effectiveness of Women-Only Colleges for Intellectual Development of Women Students.
PUB DATE- Apr 96
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; College Freshmen; College Graduates; Comparative Analysis; Critical Thinking; Higher Education; *Intellectual Development; Models; *Predictive Validity; Private Colleges; Problem Solving; *Self Esteem; Self Evaluation (Individuals); *Single Sex Colleges; *Student Development; *Womens Education

This study investigated the comparative capacity of women-only and co-educational colleges to impact on two dimensions of women students' intellectual development: (1) intellectual self-confidence; and (2) critical thinking and problem-solving skills. The study also attempted to isolate the effect of attending women-only colleges from other potentially confounding individual- and institutional-level predictors (e.g., degree aspiration, father's education, minority group status) using a multi-level model technique. Data were from the Cooperative Institutional Research Program (CIRP) and the Higher Education Research Institute. The subset of CIRP data included 2,472 female freshmen attending private four-year colleges in the United States who were surveyed during their freshman and senior years. Data from faculty at 392 colleges and universities focused on faculty characteristics and interaction with students. It was concluded that attending a women-only college did have an effect on intellectual self-confidence but did not make a big difference with regard to self-reported growth in critical thinking and problem-solving skills when the effect of attending a black college was controlled. Seven tables contain statistical data supporting the conclusions. Two appendices contain lists of individual- and institutional level-predictor variables. (Contains 41 references.) (CK)

ED 398 855 HE 029 476

Building for Reauthorization: Highlights of the 1992 Amendments.
PUB DATE- Aug 96
NOTE- 45p.; For a related document, see HE 029 369.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Economic Factors; *Educational Finance; *Federal Aid; *Federal Legislation; Fellowships; Graduate Students; Grants; Higher Education; Income Contingent Loans; Legal Education (Professions); Loan Repayment; Minority Groups; *Resource Allocation; State Aid; *Student Financial Aid; Womens Education; Work Study Programs
IDENTIFIERS- Higher Education Act Title IV; Higher Education Act Title IX; Reauthorization Legislation

This publication is a resource document for developing recommendations concerning the reauthorization of the Higher Education Act. This document describes the eight parts of Title courses. Of the 88 computer logs submitted, 69 students indicated using the computer more than once a week. Out of the total 277 students who submitted course evaluations, 27 expressed frustration, and 26 stated their preference for a word processor over a computer. Of the same total, 178 indicated that their computer skills increased during the course in question. Appendices include a computer usage log sheet, a workshop schedule, a technology manual, an evaluation rubric, and a sample course evaluation. (Contains 40 references.) (Author/SWC)

ED 398 873 IR 018 053

Black, Mary C.
The Development and Implementation of an Administrative Database, Telecommunications System, and Training Program to Improve K-12 Magnet/Choice Program Administrative Processes.
PUB DATE- 96
NOTE- 189p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Administrators; Admission (School); *Database Design; Databases; Data Processing; *Efficiency; Elementary Schools; Elementary Secondary Education; Inservice Education; *Magnet Schools; Management Development; *Office Automation; *Organizational Communication; *Professional Training; School Administration; Secondary Schools; Staff Development; Student School Relationship; *Telecommunications
IDENTIFIERS- Nova Southeastern University FL

In the past, the communication and paperwork structure between K-12 magnet/choice programs and the district-wide program administration was not efficient. In particular, the student application, selection, and notification processes were time-consuming, and did not enable school-based personnel to communicate effectively with district administration. This practicum paper reports on the design of an administrative database and telecommunications system and the implementation of a training program to allow for more efficient office practices. All magnet/choice program administrators and staff were required to participate in training, where customized databases were developed according to program-based needs, and where they learned about telecommunications for enhanced communications and electronic file transfer between school-based magnet/choice programs and the district administration. Training included intensive individualized sessions that introduced database format and manipulation as well as integrating telecommunications into office practices. Results revealed that the implementation and training strategies greatly improved the student application, random selection, and notification processes, and that efficiency levels and knowledge were heightened by the technology training and support. Administrators and staff viewed the entire process as much more manageable, with office procedures less complicated than before. Participants wished to continue the newly implemented processes. Thirteen appendices include checklists, participant log sheets and surveys, and technology summaries. (Contains 19 references.) (Author/SWC)

ED 398 874 IR 018 054

Murray, Marlene

resources of teachers, education researchers, computational scientists, the media industry, and computing and communications vendors are needed to develop education as a National Challenge application. (AEF)

ED 398 892 IR 018 072

Myers, J. Paul, Jr.; Munsinger, Brita
Cognitive Style and Achievement in Imperative and Functional Programming Language Courses.
PUB DATE- 96
NOTE- 10p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; *Cognitive Style; Computer Science Education; *Correlation; Higher Education; *Programming; Programming Languages; Scores; Skill Development; Undergraduate Students
IDENTIFIERS- *Learning Style Inventory (Kolb); Paradigmatic Responses; Trinity University TX

This paper investigates the relationship between learning style and programming achievement in two paradigms: imperative and functional. An imperative language achieves its effect by changing the value of variables by means of assignment statements while functional languages rely on evaluation of expressions rather than side-effects. Learning style was measured by the Kolb Learning Style Inventory, and achievement was measured by programming course grades. Subjects were 32 undergraduate Computer Science students at Trinity University (Texas). General ability in programming proved much stronger an effect than learning style on success in programming courses. Success in one course highly correlated with success in the other, regardless of the language. Though difficult to discern from this larger effect, small effects from learning style were enough to suggest directions for further research. (Contains 23 references.) (AEF)

ED 398 893 IR 018 073

O'Neill, Adrienne
Increasing Reflective Instructional Decision Making by Clinically Supervising Teachers Using Telecommunications.
PUB DATE- 96
NOTE- 6p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Clinical Supervision (of Teachers); *Computer Mediated Communication; Computer Uses in Education; Decision Making; Electronic Mail; Feedback; Instructional Improvement; Internet; Lesson Plans; Preservice Teacher Education; Problem Solving; Schools of Education; *Supervisory Methods; Team Teaching; Telecommunications
IDENTIFIERS- Idea Generation; Networks (Persons); Reflecting (Communication); Reflective Analysis

Clinical supervision is a commonly accepted model used by supervisors of local school district teachers. Schools of Education at Harvard University (Massachusetts), the University

State College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Computer Networks; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Internet; *Library Automation; *Library Planning; Program Implementation; *School Libraries; Shared Resources and Services; Strategic Planning; Technological Advancement
IDENTIFIERS- Information Equity; Multitype Library Networks; Taunton School District MA; Technology Plans

The purpose of this paper is to determine the current status of the Taunton Public School's (Massachusetts) kindergarten to grade eight library program in terms of networking and resource sharing. It uses Diane Kester's model of the three stages of library networking in four key areas--human support, financial support, technological support, and activities and applications--that need to be addressed during each stage. A strategic plan was designed to incorporate various networking strategies and resource sharing options for the K-8 library media centers. Implementation of such a plan will lead to a district-wide networked library system with future options of linking up with multitype libraries. To provide students and educators with a more equitable and improved access to resources, the following systemwide goals for the K-8 school library media centers (SLMCs) were identified: (1) to automate all of the K-8 SLMCs with networking capabilities so that students will have access to all materials; (2) to ensure increased access to CD-ROM resources and other new technologies in both a networked and stand-alone format; and (3) to provide access to the Internet so that students become knowledgeable concerning telecommunications. Appendices include fact sheet plans; goals and initiatives; current assessment of the technology plan; a memorandum of South of Boston Libraries; and a scholarship letter from TCI Cablevision. (Contains 17 references.) (AEF)

ED 398 911 IR 055 956

Vernon, Elizabeth
Decision-Making for Automation: Hebrew and Arabic Script Materials in the Automated Library. Occasional Papers, Number 205.
PUB DATE- Jul 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Bibliographic Databases; Decision Making; Library Automation; Library Catalogs; Library Collections; Library Development; *Machine Readable Cataloging; Needs Assessment; *Non Roman Scripts; *Online Catalogs; Research Libraries; *Romanization; Semitic Languages; Shared Resources and Services; *Standards; User Needs (Information)
IDENTIFIERS- *Arabic Script; MARC; Priorities

It is generally accepted in the library world that an automated catalog means more accessible data for patrons, greater productivity for librarians, and an improvement in the sharing of bibliographic data among libraries. While the desirability of automation is not a controversial issue, some aspects of automating remain problematic. This article surveys the automation options available to libraries with Hebrew and

(055)
DESCRIPTORS- *Academic Libraries; Curriculum; Data Analysis; Evaluation Methods; Higher Education; Instructional Materials; Internet; Librarians; Library Collections; *Library Education; Library Instruction; Library Science; Library Statistics; *Library Surveys; Questionnaires; *Reference Services; *Training Methods

This College Library Information Packet (CLIP) Note surveys training programs in small and medium-sized academic libraries. In August 1995, 265 small and medium-sized academic libraries were sent a questionnaire; the response rate was 78% (n=206). A comprehensive analysis of survey results is followed by examples of training documentation submitted by various academic libraries, for both new and experienced librarians. Training documents included discuss: training design; structure of training; reference desk and patron service; library instruction; outreach skills; evaluation methods for both the trainee and the training program; and comprehensive training documents. Other survey topics included reference collection and subject specialist knowledge, database training, and Internet services. Contains 26 references. (SWC)

ED 398 930 IR 055 988

Snyder, Carolyn A., Comp.; And Others
Role of Libraries in Distance Education. SPEC Kit 216.
PUB DATE- Jul 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Cable Television; *Distance Education; Interactive Television; Interactive Video; Internet; Librarian Teacher Cooperation; *Library Role; *Library Services; Library Statistics; *Library Surveys; Questionnaires; Telecommunications; Telecourses
IDENTIFIERS- Association of Research Libraries; Instructional Support

The Systems and Procedures Exchange Center (SPEC) surveyed 119 Association of Research Libraries (ARL) members to gather information about current distance education and distance learning initiatives in ARL libraries. The objectives of the survey were to: (1) identify libraries involved in distance education activities and determine the extent or level of involvement; (2) determine library services delivered to remote patrons; and (3) ascertain the management and support provided by libraries for distance learning (interactive video) programs. The survey had a response rate of 62% (n=74), with 62% of the respondents (n=46) indicating that their institution participates in distance education programs. Types of distance education programs identified included interactive video distance learning, instructors traveling to remote sites, videotaped courses, as well as communication by Internet, correspondence, satellite, and cable TV. Only seven of the libraries at institutions participating in distance education have responsibility for administering the campus program. Very few of the libraries are involved in the technical aspects of distance learning, but approximately half of the respondents are involved in instructional support for faculty. Survey results are followed by general information, library services, and course-related materials from a variety of university distance learning programs. (SWC)

ED 398 931 IR 055 989

the formation of associate groups of donors having special interests, such as Friends of the Library; (5) the Major Gifts Program, for annual gifts of $500 or more; (6) special fundraising events; (7) student scholarships; (8) facilities improvements in support of the college's facilities plans; and (9) programs for alumni. Appendixes provide a review of CCF accomplishments from 1982 to 1995-96, a table of amounts raised from 1986-87 to 1995-96, a chart of CCF development priorities, a list of college scholarship needs for 1996, a map of proposed facilities improvements, and a history of CCF property acquisition from 1985 to 1996. (HAA)

ED 398 948 JC 960 433

Nagel, Mary
"Curriculum Development for Home and Health Nursing," January 1995-1996. Final Report on Project.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Metropolitan Life Foundation.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Allied Health Personnel; Budgets; Community Colleges; Community Health Services; *Curriculum Design; *Curriculum Development; *Home Health Aides; Home Programs; *Nursing Education; Partnerships in Education; *Program Costs; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Southwestern College CA

In 1995, Southwestern College, in California, participated in a project to develop a home health course for registered nurses and students interested in working in home health settings. The course was intended to provide nurses and students with the knowledge and clinical skills required for home health care, improve collaboration among community college educators and home health agencies, and increase awareness in the community of the movement away from hospitalization toward home health care. Five community colleges, including Southwestern, and five home health agencies in San Diego formed the project's advisory committee, developing a detailed 3-unit summer elective course that included 27 didactic hours, 81 clinical hours, and a 4-hour preceptorship program for the clinical component. One challenge involved in the project was ensuring that student costs were reasonable, since other home health programs in the area had failed due to low turnout and a $300 fee. A low cost of $39, plus college credit and a certificate of completion, was achieved by arranging for donated course materials and volunteer preceptors from health care agencies. The project was successful in providing a model for agency collaboration and generating interest in home health care. A project budget is included. (TGI)

ED 398 949 JC 960 435

Etten, Mary Jean
Partnerships of Nursing Education in Community Settings. Final Report: AACC/Metlife Foundation Grant.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Metropolitan Life Foundation.
PUB DATE- 96
NOTE- 162p.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Exchange Programs; Foreign Countries; *Inservice Teacher Education; International Cooperation; *International Educational Exchange; *Participant Satisfaction; Partnerships in Education; Program Effectiveness; Program Evaluation; *Student Attitudes; Summer Programs; Teacher Attitudes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Mexico; San Diego Community College District CA

The Educators Exchange Program (EEP) was established under a training and educational exchange agreement reached by California's San Diego Community College District (SDCCD) and the republic of Mexico. In the program, the District provided a 4-week technological training program to faculty at Centros de Capacitacion Tecnologica Industrial (CECATI), or vocational training centers, in Guanajuato, Mexico. The general goals of the program included economic development, expanded training opportunities, and greater cultural understanding and were based upon literature reviews of the goals of similar programs conducted between U.S. community colleges and their counterparts in Mexico. EEP was unique, however, in that regional training needs in Guanajuato were carefully assessed, SDCCD instructors taught in CECATI training sites and local industries to better understand local conditions, and a classroom approach was used to train more instructors. Of the 61 instructors participating in training in summer 1994 sessions, 67% were male and 33.9% had completed at least some postsecondary technical training. Overall, participants were very pleased with the program, indicating on surveys that it was timely, relevant, and useful in improving their understanding of technological changes. They did express concerns, however, related to the lack of equipment and software, the short duration of the courses, room conditions, and problems with translation. The participant evaluation instrument, responses from course instructors' evaluations, and a program financial statement are appended. (TGI)

ED 398 967 JC 960 502

Takahata, Gail M.; Armstrong, William B.
Campus Climate Classified Staff Survey, Fall 1995.
PUB DATE- May 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *College Environment; Community Colleges; *Employee Attitudes; Ethnic Discrimination; Job Satisfaction; *Morale; Multicampus Districts; *Organizational Climate; Quality of Working Life; School Surveys; Sex Discrimination; Two Year Colleges; *Work Environment
IDENTIFIERS- San Diego Community College District CA

As part of a series of periodic assessments of campus climate, the San Diego Community College District (SDCCD), in California, conducted a survey of classified staff in November 1995. Questionnaires were mailed to 280 staff members at San Diego City College, San Diego Mesa College, and San Diego Miramar College, soliciting their perceptions of employee morale and relations, administration responsiveness, and other aspects of college climate. Study findings, based on responses from 57% (n=154) of the staff, included the following: (1)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Films; Higher Education; History Instruction; Literature; *Mass Media Effects; *Mass Media Use; Research Skills; Role of Education; *Writing Assignments; *Writing Instruction; Writing Skills
IDENTIFIERS- *Scarlet Letter

Increasingly, students in public schools, colleges, and universities are exposed to United States history and literature via commercial and cable television and the motion picture industry. If students are going to use videotapes of historical and literature-based films as short cuts to learning, then faculty are obligated to structure videotapes into the curriculum and classroom experience to teach students how to intelligently evaluate what they are watching and to compare the visual with the originally published work. In teaching, for example, Nathaniel Hawthorne's "The Scarlet Letter," students should be encouraged to read the book and watch the film and then write a research paper in which they: (1) read articles about the movie; (2) identify places in the film and the book that contradict each other; (3) write a comparison and contrast paper that will explain the significance of these differences and how they will change the meaning of the original work; (4) conduct research to explain why the director/script writers made these changes; (5) conduct research to determine whether the book and film accurately portray the historical period; and (6) analyze how the alteration of history or literature by the film affects the public view. By undertaking these activities, students will develop such skills as how to use library references; organize research material; write paragraphs and introductions; document information; distinguish between primary and secondary sources; interpret historical documents; compile bibliographies; and distinguish between fact, fiction, and different works of fictions. Contains 19 references. (HAA)

ED 398 985 JC 960 549

California Community College Family and Consumer Sciences Program Plan, 1996. Including: Directory of Professional and Trade Organizations, Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators.
PUB DATE- 96
NOTE- 542p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Act (Title II, Part A and Title III, Part B), P.L. 101-392; the bulk of the report is printed on colored paper and may not reproduce clearly; for a related guide, see JC 960 551.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Child Development; Clothing Instruction; Community Colleges; *Consumer Education; *Consumer Science; Family Life; *Family Life Education; Gerontology; Guidelines; Home Management; Interior Design; Labor Market; Program Development; Program Evaluation; *State Standards; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Intended as a resource for California community colleges and

DESCRIPTORS- Advocacy; *Child Advocacy; *Child Health; Community Health Services; Data Analysis; Data Collection; *Data Interpretation; Family Health; Guides; Health Education; Health Materials; Health Programs; Information Dissemination; *Perinatal Influences; Public Health; Research Methodology; *Statistical Analysis; *Statistical Data
IDENTIFIERS- Childrens Defense Fund; *Freedom of Information Act; *Maternal Health

The guide is based on project reports by the San Francisco Department of Public Health to improve and monitor perinatal health and children's health. These reports demonstrated the potential of information to help community advocacy groups, service providers, and program planners identify priorities for policy decisions and resource allocation. The first section, "Getting Started," outlines a general strategy for approaching the task of gathering information and suggests different ways of defining a target population. The second section, "Choosing Indicators," provides guidance on what information and indicators to search for. Section three, entitled, "Selecting Data Sources," guides the user in finding the sources for the information one chooses to seek. The fourth section details "Getting Data and Getting Help," and offers tips on acquiring information and working with technical advisors to analyze and interpret the data through such avenues as the Freedom of Information Act. The fifth section addresses effective display of information in "Presenting Information." The final section provides transferable techniques used in other countries of the Americas to involve community members in monitoring health needs. Four appendices provide information on: (1) maternal and child health objectives for the year 2000; (2) state sources of hospital level data; (3) U.S. standard vital records forms such as certificates of live birth and death and reports of induced termination of pregnancy and fetal death; and (4) names and addresses of state registrars of vital statistics and state health statistics offices. (Author/SD)

ED 399 003 PS 024 280

Orland, Martin E.; Foley, Ellen
Beyond Decategorization: Defining Barriers and Potential Solutions to Creating Effective Comprehensive, Community-Based Support Systems for Children and Families.
PUB DATE- Apr 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Change; Administrative Policy; Adolescents; *Agency Cooperation; *Children; *Community Programs; Community Services; Coordination; *Family (Sociological Unit); Federal State Relationship; Public Agencies; Public Policy; State Agencies; State Federal Aid; State Programs
IDENTIFIERS- Community Based Organizations; Comprehensive Services Program

This document uses interviews with 18 practitioners as the basis for an examination of the barriers to and promise of strategies intended to build effective, comprehensive, community-based service initiatives for children and families in a deregulated policy environment. Four major barriers are identified: (1) structural/legal barriers, reflected in legal constraints, regulations, and procedural requirements; (2) barriers to collaboration related to staff knowledge and commitment, which resources in the school and community to enhance their child's development and their own parenting skills. This handbook describes the requirements of the ECS programs; delineates activities required in program planning, delivery, evaluation, and reporting; specifies standards and preferred practice for screening and referral; and describes the concepts and principles that are the basis for ECS. Chapter 1, "Early Childhood Screening Program," describes ECS and the Child and Teen Checkup programs. Chapter 2, "ECS Program Administration," discusses annual planning and annual summary reports. Chapter 3, "ECS Program Implementation: Checklist for ECS Program," details the program requirements and steps for program implementation. Included are coordination/planning; evaluating, screening implementation, including outreach, screening, and follow-up; and data, records, and reporting. Chapter 4, "Introduction to Concepts Core to ECS," describes seven conceptual frameworks underlying the design of ECS, supporting its implementation, and guiding local and state evaluation efforts. The seven frameworks are: (1) prevention concepts; (2) screening principles; (3) development theory; (4) family factors; (5) health promotion; (6) problem solving; and (7) collaboration concepts. Eight appendices include Minnesota ECS and related education statutes and rules; implementation guidelines and tools; media resources; screening forms; pupil health information; annual report forms and instructions; contacts for Minnesota Early Childhood Screening Program, 1995; and a statewide summary. (KDFB)

ED 399 021　　　　PS 024 400

Hartmann, Waltraut; Stoll, Martina
The Objectives of Kindergarten Education in Austria.
PUB DATE- Sep 95
NOTE- 10p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Curriculum; Decision Making; Early Childhood Education; *Educational Environment; *Educational Objectives; Educational Philosophy; Foreign Countries; *Kindergarten; Open Education; *Outcomes of Education; Primary Education; Questionnaires; Standards; Young Children
IDENTIFIERS- *Austria (Vienna); Buhler (Charlotte)

This study explored the priorities of kindergarten teachers in Austria along with the factors determining implementation of their educational objectives. A large-scale empirical survey of the conditions fostering and hindering child development in the kindergarten environment was conducted by the Charlotte Buhler Institute in 1994. A total of 1,232 kindergarten teachers were asked to comment on what they considered to be their major educational objectives. A questionnaire was disseminated consisting of 38 objectives which teachers evaluated on a four-point scale. Results indicated that the Austrian kindergarten teachers considered these educational objectives most important: (1) linguistic skills; (2) independent decision-making; (3) conflict resolution skills; (4) enjoyment of physical activity; and (5) fulfillment of emotional needs. From the teachers comments, it is apparent that a change in values in Austria has resulted in a decrease in importance and use of discipline and obedience as educational objectives. New

DESCRIPTORS- Child Development; Foreign Countries; Interpersonal Competence; Mental Health; *Mothers; *Parent Child Relationship; Parent Role; *Prisoners; Volunteers; *Well Being
IDENTIFIERS- Bernard Van Leer Foundation (Netherlands); Family Development; France

The Bernard van Leer Foundation initiated a program in France entitled Relais Enfants-Parents to bring the children of prisoners to the forefront of social, political and judicial policy. The Relais Enfants-Parents program works to safeguard the psychological and emotional development of children by serving as a link between them and their imprisoned parents. The program tries to preserve, and often to recreate, the bond between the children and their parents which separation often weakens. This book shows how Relais Enfants-Parents came into existence with initial resistance from the penal system and doubt from imprisoned parents. The book presents the rationale behind the creation of the program and describes a pilot program that evolved since 1972. Strategies are presented that are used to strengthen parent-child relationships, fortify parent roles, and help children overcome the stressful experience of a first visit to an imprisoned parent. The significance of volunteers, their training, roles, and contributions to helping these children to become a part of the society is discussed. Contains references after each chapter. (MOK)

ED 399 039 PS 024 439

Hewes, Dorothy W.
The Changing Role of Fathers in Co-op Nursery Schools.
PUB DATE- 2 Dec 95
NOTE- 17p.; Paper presented at the Annual Conference and Exhibition of the National Association for the Education of Young Children (Washington, DC, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cooperatives; Early Childhood Education; Educational History; *Nursery Schools; Parent Child Relationship; Parent Participation; *Parent Role; Parent School Relationship; *Preschool Education; Sex Role; Sex Stereotypes; *Social Change
IDENTIFIERS- *Cooperative Preschools; Egalitarianism; National Association for Nursery Education

Fathers' roles in cooperative nursery schools have changed considerably since the 1920s. In the 1920s, American families had a strict father-mother role differentiation. These stereotyped sex roles broke down somewhat in the 1930s and 1940s due to the Depression and World War II, but they returned in the 1950s. A more egalitarian approach to parenthood was evident by the 1970s, and these changes have continued. Parent cooperative preschools have both reflected societal views toward parenthood and contributed to those changes. In the 1920s and 1930s, fathers contributed mostly construction and repair work. References to fathers' regular classroom participation do not appear in preschool materials and doctoral dissertations until the 1960s; rather, fathers were viewed as valuable supplements to the school's real functioning. The 1957 meeting of the National Association for Nursery Education was a turning point when its keynote speaker urged that parent meetings be planned for times when fathers could attend. Regular father classroom participation has increased since the 1960s and is reflected in cooperative preschool materials, oral of a series designed to provide practical support to services participating in the Quality Improvement and Accreditation System. Specific principles are listed at the beginning of each chapter. The aim of the book is to provide child care workers with ideas for best health practices and to give some supporting information to justify each practice. The first topic area addressed in the book is the "health and welfare of children" including healthy children, child welfare, and the sick child. The second topic area is "clothing and sun protection." The third topic area, "infection prevention and control," includes hand washing, cleaning and disinfection, diapering and toileting, and food practices. The fourth area focuses on "dental care." fifth topic area is "immunization," including information on updating of medical records, reactions to immunizations, and reporting infectious diseases. Contains 21 references. (SD)

ED 399 056 PS 024 476

Hutchins, Teresa
Babies Need More Than Minding: Planning Programs for Babies and Toddlers in Group Settings. Accreditation and Beyond Series, Volume I.
PUB DATE- 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Curriculum Design; Curriculum Development; Day Care; *Day Care Centers; Educational Needs; *Educational Planning; Foreign Countries; Group Activities; Guides; Infant Care; *Infants; Needs Assessment; Preschool Education; *Program Design; Program Development; *Toddlers
IDENTIFIERS- Australia; *Group Day Care

The provision of child care and development programs that meet the specific needs of infants and toddlers is a major issue among professional caregivers. This monograph provides a quick guide to program planning that focuses specifically on the needs of very young children in group settings. The monograph explains and discusses the planning process using a needs-based curriculum model philosophy. The planning process consists of eight specific steps. Step 1 highlights development of a program philosophy. Step 2 addresses the identification of needs of the children, and step 3 addresses the development of program goals related to what the program aims to achieve. Step 4 focuses on developing a curriculum framework for infants and toddlers. Step 5 examines the concept of observation of the needs and interests of individual children. Step 6 addresses development of program plans for individual children, while step 7 focuses on development of the group plan. The final step addresses evaluation of each of the previously discussed steps. Contains 38 references. (SD)

ED 399 057 PS 024 477

Lynch, Patricia S.; Pruitt, Katy
Evaluation of Bryan ISD's Parent Education Partnership Program (PEPP): Implications for Program Development.
PUB DATE- 24 Jan 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA,

services; (4) training; and (5) psychological research. An afterword about the Task Force in the context of APA violence-related activities and a list of APA public interest projects on violence from 1984-1996 conclude the report. (EV)

ED 399 074 PS 024 517

Lansky, Vicki
Vicki Lansky's Divorce Book for Parents: Helping Your Children Cope with Divorce and Its Aftermath.
PUB DATE- 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Custody; *Childhood Needs; Child Support; Child Welfare; *Coping; *Divorce; *Emotional Response; Family Problems; Life Events; *One Parent Family; Parent Child Relationship

This book provides advice on minimizing the negative effects of divorce on children, including what normal behavior to expect, what language to use and not use, and what legal and custody issues will affect the child. The book contains eight chapters. Chapter 1, "The Decision to Separate," covers such topics as breaking the news to children, trial separations, and telling other people of divorce. Chapter 2, "How Will the Children Take It?," explores issues such as answering "why" questions, anticipating age differences, addressing issues of gay parents, obtaining professional help, and rebuilding children's self-esteem. Chapter 3, "'D-Day': Departure Day," includes discussion of splitting up household goods, post-parting depression, and the possibility of reconciliation. Chapter 4, "Words Matter: 'Divorce-Speak'," explains how to talk to--and about--an ex-spouse and about the new situation. Chapter 5, "The Issues: Money, Legalities, Custody," covers various facets of the divorce process from a legal standpoint. Chapter 6, "Sole Custody and the Noncustodial Parent," explores such issues as coping with being a part-time parent and dealing with an unreliable parent. Chapter 7, "Shared Parenting (aka Joint Custody)," discusses positive and negative aspects of this arrangement and how to set up ground rules. Chapter 8, "Looking Down the Road," covers a range of topics, including name changes, guilt, children of divorce in the classroom, holidays and extended family members, and dating. Contains 62 references. (EV)

ED 399 075 PS 024 527

Thevenin, Tine
Mothering and Fathering: The Gender Differences in Child Rearing.
PUB DATE- 93
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Child Rearing; Children; Daughters; Father Attitudes; *Fathers; Mother Attitudes; *Mothers; *Parent Child Relationship; Parent Education; Parent Influence; Parenting Skills; Parent Role; *Sex Differences; Sons
IDENTIFIERS- Nurturance

Both parents have unique contributions to make in the development fatherhood; (8) "Families," including maternal employment, paternal involvement, and new reproductive technologies; (9) "School," including teacher-student interaction, and gender differences in academic ability; (10) "Work," including person-centered and situation-centered explanations for gender differences; and (11) "Psychopathology and Emotion," including gender roles, and gender differences in vulnerability to stress and in emotional socialization. A concluding chapter draws together the preceding threads to find a coherent answer to the book's original question: What processes determine gender development? Each chapter includes a brief summary. Contains 554 references. (HTH)

ED 399 092 RC 020 007

SKOLE: The Journal of Alternative Education, 1993.
PUB DATE- 93
NOTE- 462p.; Photographs may not reproduce adequately. For volumes 4-9, see ED 360 126. For Volume 11, see RC 020 008. Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conservation (Environment); Democratic Values; Educational Change; Educationally Disadvantaged; *Educational Philosophy; Elementary Secondary Education; Holistic Approach; *Home Schooling; *Nontraditional Education; Open Education; School Choice; School Community Relationship; *Small Schools
IDENTIFIERS- *Learning Communities; Spirituality

The two issues of the journal SKOLE for 1993 contain original articles and reprints about small alternative schools, home schooling, school as community and community as school, racial and class inequalities in public schooling, and various educational philosophies and innovations. Major articles include: (1) "School As Community: Memories" (Mario Jordana); (2) "Inside Shaker Mountain School: Democratic School Governance" (Jerry Mintz); (3) "Learning from My Mother, Learning from My Daughters" (Kate Kerman); (4) "Home Schooling: A Personal Experience" (Hannah Lapp); (5) "Community As School: Afterthought" (about the Leonard Peltier case) (Larry Becker); (6) "Dimensions of Community, The Seed Bed of Civilization" (Ernest Morgan); (7) "Convince To Conquer" (speech about overpopulation to the United Nations Conference on Environment and Development) (Jacques Cousteau); (8) "Tribal Wisdom" (excerpt from "Millennium") (David Maybury-Lewis); (9) "Greens and Libertarians: The Yin and Yang of Our Political Future" (Dan Sullivan); (10) "The Streets Take a Son" (Linda Yglesias); (11) "Two Schools" (Kevin Powell); (12) "Reform, Choice and the Teachers' Unions" (Carlos Bonilla); (13) "Schooling As if Children Mattered: Thirty-five Years on East Hill" (Jonathan Bliss); (14) "Arthur Morgan School As an Educational Model" (Jeff Goldman); (15) "Kohl Open School in Forefront of Education Revolution" (Dana Nichols); (16) "Intimacy, Connectedness, and Education" (Emanuel Pariser); (17) "Homer Lane and Self-Government" (John Potter); (18) "Child Rearing and Learning for 'The Real World'" (Joel Weber); (19) "Building Community in a Pluralistic Society" (Mary Leue); (20) "Henry George and the Reconstruction of Capitalism" (Robert V. Andelson); (21) "The Female Planet" (Eve Ilsen); and (22) "Spirituality As a Factor in Educational Theory" (William H. Leue). The journals also contain poems, student writings, book reviews, an interview with Jonathan Kozol, letters to the editor (including a lengthy letter/essay about "teacher formation" by John Taylor Gatto), and announcements of books endowments. Chapters 4, 5, and 6 analyze the changes at Lassen Volcanic National Park from primitive wilderness to exploited land, to land used for educational and recreational programs, to land once again considered wilderness. Chapter 5 outlines the foundations and development of the park's outdoor education programs, which have focused on wildlife, geology, ecology, environmental awareness, and American Indian cultures. Contains 70 references. Includes maps and photographs. (LP)

ED 399 109 RC 020 694

Agran, David, Ed.; And Others
Experience-Based Training and Development: Directory of Programs. Third Edition.
PUB DATE- 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adventure Education; *Corporate Education; *Experiential Learning; *Group Activities; Group Dynamics; *Individual Development; Outdoor Activities; Program Descriptions; Programs; Resource Materials; *Training

This directory provides information on experience-based training and development (EBTD) programs. Frequently offered by corporations to individual employees and work teams, EBTD is an approach to training and development that uses adventure education experiences to bring about positive changes in individuals, groups, and organizations. EBTD programming places importance on the setting or natural environment, the use of experiential learning methodology, effective instruction, and the debriefing of the experience through feedback and reflection. The directory describes activity categories of EBTD programs including client visitations, classroom sessions, socialization games, group initiative tasks, ropes and challenge courses, outdoor pursuits, and other adventures; presents tips for assessing and selecting EBTD providers; and lists 194 reference materials related to EBTD programming. The remainder of the directory provides information on 96 EBTD programs in the United States, Canada, Austria, and England, including name and address, a program overview, contact person, affiliation with the Association for Experiential Education, year the program was established, percentage of program time devoted to EBTD, training and specialty background of program facilitators, activities or methods most commonly used, and a statement of ethical practices. Also includes a program listing by state. (LP)

ED 399 110 RC 020 695

Gillis, H. L., Comp.; Babb, April, Comp.
Annotated Bibliography of Adventure Therapy and Related Programs: 1980-1992. Version 1.1.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; *Adventure Education; Annotated Bibliographies; *Behavioral Science Research; Behavior Disorders; Camping; Children; Counseling; Delinquency; Delinquent Rehabilitation; Educational Research; Emotional Disturbances; Higher Education; *Intervention; Program Evaluation; *Resource Materials; Substance Abuse; Therapy

IDENTIFIERS- Access to Technology; *National Information Infrastructure

Communication and information technologies can reduce the barriers of distance and space that disadvantage rural areas. This report defines a set of distinct voice, computer, and video telecommunication services; describes several rural information applications that make use of these services; and surveys various wireline and wireless systems and technologies that are being used or that might be used to deliver these services to rural areas. Rural information applications such as distance learning require a wide range of telecommunication services, but no current system or technology is capable of delivering all services to all areas. This report concludes that there are many technologies suitable for providing voice telecommunication services in rural areas. It is also technically feasible to provide advanced computer networking and video capabilities to even relatively small towns in rural areas. However, no available technology could economically provide these broadband capabilities to the most isolated farms, ranches, and homes. New wireless technology would be needed to accomplish this. Government regulations and policies will also play an essential role in the development of the Rural Information Infrastructure. Different regulations and policies will likely be required in rural areas than in urban areas. Contains 66 references. Appendices list acronyms and abbreviations and describe measurements of rural spectrum usage in the 108-MHz to 19.7-GHz frequency range, conducted at Eureka, California. (Author/SV)

ED 399 126 RC 020 726

Falling through the Net: A Survey of the "Have Nots" in Rural and Urban America.

PUB DATE- Jul 95

NOTE- 42p.; Includes 30 color-coded bar charts that will not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Computers; *Disadvantaged; Distance Education; Educational Attainment; *Inner City; Internet; Minority Groups; *Modems; Poverty; *Rural Areas; Tables (Data); Telephone Communications Systems; *Urban Areas

IDENTIFIERS- Access to Computers; *Computer Ownership; Computer Users; Current Population Survey; *National Information Infrastructure

In November 1994, the Current Population Survey included questions on ownership and usage of computers and modems in addition to its customary questions on telephone "penetration." Data from this survey were cross-tabulated according to income, race, age, educational attainment, region, and geographic category (rural, urban, and central city) to create a profile of those not connected to the National Information Infrastructure. Overall, the poorest central-city households (incomes less than $10,000) had the lowest telephone penetration (79.8 percent), but the rural poor had the lowest computer penetration (4.5 percent) and, among households with computers, were least likely to have a modem. However, the most likely users of online classes were low-income users in all areas. With regard to racial categories, rural Native Americans had the lowest telephone penetration (75.5 percent), while rural Blacks had the lowest computer rates (6.4 percent). Regarding usage of online services, minority groups surpassed the Sun and the seasons, the planets, the scale of the solar system, comets and meteors, star-finding and constellations, stars, galaxies and the universe, space exploration and the Search for Extra-Terrestrial Intelligence (SETI), tools of the astronomer, debunking pseudoscience, and astronomy in different cultures. An extensive glossary and a section that provides interdisciplinary teaching ideas are included. (DDR)

ED 399 150 SE 058 610

Hill, Bernd; Lutherdt, Manfred
Principles for the Goal Determination and Solution Finding of a Nature Oriented Technology - New Determination of Curricular Elements in Technical Education.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Problem Solving; *Technical Education; *Technology

This paper discusses the following topics: (1) relation between nature-man-technology, (2) methodical means for the goal determination of a nature oriented technology, (3) methodical means for the solution finding of a nature oriented technology, and (4) guidelines for nature orientation as a curricular element. (JRH)

ED 399 151 SE 058 624

KIND Worksheet Packet: Wild Animals (Senior).
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; Environmental Education; Intermediate Grades; Worksheets
IDENTIFIERS- *Humane Education

This packet is the senior part of a series of worksheet packets available at both junior (grades 3-4) and senior (grades 5-6) levels that covers a variety of humane and environmental topics. Each packet includes 10 worksheets, all of which originally appeared in past issues of the annual teaching magazine "KIND (Kids in Nature's Defense) Teacher." Worksheets in this packet include the following: Bat Math, Fish Faces, Hooray for Hoppers, Know Your Predators, Mouthing Off, No MAYBEs with Rabies, Our Wild Neighbors, Searching for Endangered Animals, Track Math, and Wonderful Whales. Contains an answer key. (JRH)

ED 399 152 SE 058 626

KIND Worksheet Packet: Wild Animals (Junior).
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; Elementary Education; *Environmental

The Mathematics and Mathematical Thinking of Seamstresses.
PUB DATE- 8 Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construction Industry; Elementary Secondary Education; Geometry; *Home Economics; Manufacturing Industry; *Mathematical Applications; Mathematics Education; *Needle Trades; *Womens Education

This study documents the mathematics practiced by four women in the context of sewing. The study describes the mathematics recognized in the skills, thinking and strategies used by the seamstresses. Through their work, the seamstresses exhibited an understanding of the concepts of angles, direction, parallel, reflection, symmetry, proportion, similarity and estimation; however, the women may not have known they were thinking mathematically as they created garments. The study also compares the mathematics used by seamstresses to that used by other trades people--carpenters and carpet layers. It was determined that even where people have been denied a formal education, they create and informally learn their own mathematics through daily activities. Findings include that mathematics educators might allow students to choose math problems that are meaningful to them, i.e. situations in which they could appropriately apply mathematics in topic areas of interest to them. In particular, this might empower women in mathematics and enlighten all students about the value of "traditional" female work. (AIM)

ED 399 177 SE 058 884

Completing the Cycle: It's Up to You. Phase 2, An Integrated Unit in Environmental Education, Grades 4-8.
PUB DATE- 93
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Conservation (Environment); *Curriculum Guides; Elementary Education; *Environmental Education; Interdisciplinary Approach; Natural Resources; *Recycling; Science Curriculum; Solid Wastes
IDENTIFIERS- Indiana

This curriculum module is designed to provide teachers with classroom activities that promote an understanding of environmental issues such as conservation, preservation, ecology, resource management, solid waste management, and recycling. The activities enable teachers, students in grades 4 through 8, and families to begin thinking about these issues in relationship to their own lives. The activities are designed to give children a sense of their own power, to bring about change, and to give teachers flexibility to modify, adjust, and fit the activities into existing social studies, mathematics, science, fine arts, health, and language arts curricula. The unit has been correlated to the Indiana Curriculum Proficiency Guide and each level in the unit is a foundation for the next with responsibility, citizenship, stewardship, and environmental issues addressed at each level. Names and addresses of several organizations related to litter, recycling, and waste management are included. Contains 16

Nations; *Economic Development; *Females; Global Education; Higher Education; Public Policy; Social Science Research; Surveys; *Womens Studies

IDENTIFIERS- United Nations

This study aims to increase the understanding of the status of women with the focus on the living arrangements of women and their children, especially as they relate to economic development within the country. The present study is divided into six chapters. Chapter 1, "Household: An Overview," presents a global overview of the current household forms. Chapter 2, "Women's Living Arrangements in Relation to Marital Status and Age," examines closely the relationship between women's martial status and their living arrangements, since changes in marital status often accompany changes in household structure and hence, the roles and responsibilities of women in the household. Chapter 3, "Households Headed by Women," assesses the prevalence of female headship of households, an increasing phenomenon of great interest worldwide. Chapter 4, "Co-Residence of Mothers and Children," deals with the issues of mothers and their children living together. Chapter 5, "The Relationship of Women's Marital Status and Living Arrangements to Their Economic Well-Being," examines aspects of women's economic status in relation to their living arrangements, and Chapter 6 provides a "Summary and Policy Implications" of the study's findings. Figures and tables accompany the text. (EH)

ED 399 200   SO 026 416

Bennett, Kate; Peckham, Kathleen

Fine Art at the Cotton States and International Exposition, Atlanta, 1895. Learning Packet.

PUB DATE- Oct 95

NOTE- 15p.; Includes three slides available from the High Museum of Art.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- Art; Art Criticism; *Art Education; *Art History; Blacks; *Civil War (United States); Elementary Secondary Education; Females; Fine Arts; Social Studies; Visual Arts

IDENTIFIERS- *1895 Cotton States and International Exposition; Georgia (Atlanta); United States (South); Womens Art; Worlds Fairs

With the end of the Civil War just 30 years past, the organizers of the Atlanta (Georgia) 1895 Cotton States and International Exposition sought to demonstrate the South's national patriotism and progressivism. While the exhibits at the exposition widely varied, among the most ambitious undertakings were the displays of fine arts found in the Fine Arts Building, the Woman's Building, and the Negro Building. This learning packet concentrates on the art displayed at those three locations. A painting by French artist Luc Olivier Merson exemplifies the work displayed in the Fine Arts Building. An etching by Mary Nimmo Moran featured in the Woman's Building is discussed. Last, a painting by the African-American artist Henry Ossawa Tanner represents work that was on view at the first-ever Negro Building at a world's fair. After brief overviews of the exhibitions at the three buildings, the artists and their works, there are lists of suggested questions and discussion topics. Also included are lists of references for the art and artists, and suggested readings for further

DESCRIPTORS- *Administrator Responsibility; *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Leaders; Participative Decision Making; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; Superintendents; Teacher Education Curriculum
IDENTIFIERS- Goodlad (John I); National Network for Educational Renewal

This booklet proposes four actions that school leaders, particularly school district superintendents, can take to promote simultaneous improvement of educator education and public schools. The proposed actions are that school leaders: (1) make preservice education a true priority; (2) cooperate in establishing partner schools that serve as professional development schools; (3) make professional development a high priority; and (4) work with various constituents to encourage bold curriculum and instruction innovations in preservice education and professional development. Particular steps may include collaborating with parents, administrators, teachers, community members, and higher education institutions to set policies and goals related to school district involvement in educating educators; actively participating in recruiting and selecting students for preservice teacher education; enrolling preservice students in cohorts and assuring that minority students are included in the cohorts; supporting substantive school/college collaboration; developing support among parents, unions, and policy-making bodies, such as school boards and legislatures; allocating funds and other resources to assist in improving the education of educators; creating centers of inquiry; and helping university faculty and administrators understand school culture. The recommendations included in this booklet were drawn, in part, from conversations with superintendents from some of the 16 settings in the National Network for Educational Renewal and from other districts. (IAH)

ED 399 222 SP 036 780

LeCompte, Karon; And Others
Community Learning: A Field-Based Education Model.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; College School Cooperation; Community Education; Elementary Education; Elementary School Teachers; English (Second Language); Field Experience Programs; Higher Education; Limited English Speaking; *Parent Participation; *Parent School Relationship; Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; Student Teachers; *Teaching Experience; Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; Sam Houston State University TX; Texas A and M University

This paper describes aspects of a program at Sammons Elementary School (Houston, Texas) designed to create a learning community that includes preservice teacher education students, practicing teachers, university faculty, and Sammons students and parents. The school has been designated as an Urban Professional Development Site for the Sam Houston State University Center for Professional Development (SHCPD). The site receives federal Title VII Transitional Bilingual Education funds. These funds help to support the community education focus of the program, encourages social learning, respect, and trust, and it provides a brief look at how reflection, ethics, and dispositions shape the lives of exemplary teachers and influence the decisions they make in the classroom. There is a conceptual model for becoming an exemplary teacher as well as suggestions for structuring cultures for social learning and the intellectual environment of the classroom. A chapter on working with parents includes discussions of parents and professionals as co-teachers, involving parents, and parent-teacher conferences. (Contains 109 references.) (MAH)

ED 399 241 SP 036 894

Research in the Classroom. Ninth Annual Report of Research Projects Conducted by Educators in Their Classrooms, 1994-1995.
SPONS. AGENCY- Colorado Council for Learning Disabilities.
PUB DATE- Feb 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Classroom Research; Elementary School Students; Elementary Secondary Education; Expository Writing; Grants; Hands on Science; *Inclusive Schools; *Instructional Innovation; *Learning Disabilities; Multimedia Materials; Parent Participation; Parent School Relationship; Portfolio Assessment; Reading Instruction; *Regular and Special Education Relationship; Secondary School Students; *Teaching Methods; Word Recognition
IDENTIFIERS- Colorado; *Teacher Researchers

The report summarizes five Colorado teacher research projects in teaching students with disabilities. The five projects described demonstrate that teacher initiated classroom based research allows educators to develop innovative approaches to instruction and to analyze their results in an objective way. The following projects are presented: (1) "Using Classic Literature with a Controlled Vocabulary To Improve Students' Ability To Recognize Frequency Words" (Randee Bergen); (2) "B.U.I.L.D.: Better Understanding and Interest in Learning Disabilities: Parent Support Group" (Robin Bruce, Reddy Gentry, Frances Hopp, and Beverly Temple); (3) "Increasing Reading, Language, Math, and Writing Skills through Hands-on Science" (Judy Bulmer); (4) "STAND BY THE BEST: Use of Multimedia Portfolio as Assessment of Content and Transition Skills" (Joyce Fuller, Stan Jozsiak, DeAnna Wesley, Mike Stanley, Patty Smith); and (5) "Expository Writing Curriculum for Students with Learning Disabilities" (Tracy Zimmerman, Rona Finnin, Marcia Reaksecker). Each project summary includes most of the following: title, researcher(s), school, statement of problem, objective, population, assessment, procedure, evaluation, findings, implications, and references. An attachment to the fifth project provides tables comparing regular and special students results in tests of written language. A grant application form is appended. (MAH)

ED 399 242 SP 036 895

Harlan, Joan C.
Behavior Management Strategies for Teachers: Achieving Instructional Effectiveness, Student Success, and Student Motivation--Every Teacher and Any Student Can!
PUB DATE- 96
NOTE- 271p.
LANGUAGE- English

NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; *Early Adolescents; Educational Objectives; Educational Philosophy; Intermediate Grades; Junior High Schools; *Middle Schools; Preservice Teacher Education; *Teacher Role; *Teaching Methods

This book provides anecdotes and teaching materials for middle school teacher preparation and serves as a reference and resource for practicing teachers. The publication explains the philosophy and goals of the middle school education movement and provides many practical methods and strategies for implementing developmentally appropriate education and for helping young adolescents successfully negotiate the transition from childhood to adolescence. The text is divided into three parts: Part 1, The Study of Young Adolescents; Part 2, Curriculum and Pedagogy for the Middle Level; and Part 3, The Teacher in a Middle School Organization. Part 1 focuses on the theoretical context of adolescent education, the shadowing and inquiry techniques, and selected data concerning young adolescents. Part 2 discusses curriculum and pedagogy for the middle level students, focusing on conceptualizing, organizing, presenting, and assessing the effectiveness of schooling that will complement the developmental conditions of young adolescents. Part 3 examines the roles and functions of middle school teachers that define their work in ways that contrast with the subject matter priorities of a traditional junior high school. References are included at the end of each chapter. (ND)

ED 399 261   SP 036 930

Simola, Robert
Teaching in the Real World.
PUB DATE- Jun 96
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; *Classroom Design; *Classroom Techniques; Computer Uses in Education; *Educational Strategies; High Schools; Middle Schools; Secondary Education; *Student Behavior; Student Responsibility; Teacher Student Relationship; *Teaching Methods; *Theory Practice Relationship; Time Management
IDENTIFIERS- *Behavior Management

This publication, designed for those entering or new to the field of teaching, offers a fresh perspective and practical guidance on how to avoid and deal with a variety of problems common to middle and high school classrooms. The issues of management, routines and procedures, behavioral approaches, and instructional strategies are discussed in the context of the teacher-student relationship. Topics range from structuring classroom time and space and student responsibility to using technology in the classroom, dealing with complaints, handling one's own mistakes, and recognizing success. Specific classroom activities are suggested, along with several alternative strategies for dealing with specific difficulties. The experiences. The focus group participants expressed an appreciation for the learning experience from the other teaching fellows and the instructors. The teaching fellows felt that the competencies learned were important to their personal and professional development. Several students indicated that the course impacted their career goals, and were considering teaching as a possible career. Student frustrations included a lack of opportunity to use their skills and a lack of consistency between sections. (CK)

ED 398 816 HE 029 427

Improving the Federal Student Loan Programs. A Report of the Advisory Committee on Student Financial Assistance.
PUB DATE- Aug 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Change Strategies; College Students; Computer Software; Delivery Systems; *Educational Finance; Federal Aid; Federal Programs; Higher Education; Income Contingent Loans; Loan Repayment; *Low Income Groups; Needs Assessment; Postsecondary Education; Program Improvement; State Aid; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Direct Lending

This report presents the findings and recommendations of the Advisory Committee on Student Financial Assistance resulting from the committee's ongoing evaluation of student loan programs and their delivery system. The role of the committee is to provide extensive knowledge and understanding of federal, state, and institutional programs of postsecondary student assistance; to provide technical expertise with regard to systems of need analysis and application forms; and to make recommendations that will result in the maintenance of access to postsecondary education for low- and middle-income students. The particular findings presented here concern the improvements made in 1995-96 in the Ford Federal Direct Loan Program (FDLP) and the Federal Family Education Loan Program (FFELP). Findings indicate that the Department of Education (ED) successfully expanded the FDLP from slightly more than 100 institutions participating in 1994-1995 to over 1,200 in 1995-1996. ED also supplied improved software and systems. ED is exploring ways to improve its reconciliation process. ED, legislative, and loan industry initiatives have contributed significantly to the improvement of the FFELP, resulting in streamlined delivery and simplified processing for institutions. Specific recommendations to further improve each of the two programs are offered. Two appendices contain legislative information, and one appendix lists the committee members and staff. (CK)

ED 398 817 HE 029 428

Today's Students and the American Dream: Their Concerns, Their Solutions. Hearing before the Committee on the Budget. House of Representatives, One Hundred Fourth Congress. Second Session. Field Hearing (Villanova, PA).
PUB DATE- 26 Apr 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Change Agents; College

PUB DATE- Oct 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Projections; *Enrollment Trends; Full Time Equivalency; Geographic Distribution; *Higher Education; Institutional Characteristics; National Norms; Private Colleges; Public Colleges; Vocational Schools
IDENTIFIERS- *Arkansas

The 23 tables and associated figures in this document summarize the annual student semester credit hour (SSCH) production for all of Arkansas' public higher education in 1994-1995. Several tables include these enrollment data in terms of full-time equivalencies (FTEs), calculated by dividing undergraduate SSCH by 30 or graduate SSCH by 24. While the more detailed tables provide the most recent year's statistics, many data are presented in a 3- to 5-year context. The 1994-1995 total credit hour production for Arkansas' 33 public institutions was 2,195,444, a decrease of 2 percent from the previous year. This drop is reflective of changes in the undergraduate programs. Productivity is approximately the same as in 1991-1992. By contrast, credit-hour production at the graduate level was 1 percent above last year's total and significantly higher than in 1991-1992. The first section includes five tables showing such trends as annual student semester credit hours by program classification. The next section presents tables showing aggregated credit hour data for all public four-year and two-year institutions and data for each state university and community college. The final section has six tables summarizing data by program category. (KG)

ED 398 837 HE 029 458

Degrees and Certificates Awarded by Arkansas Higher Education, 1994-95.
PUB DATE- Mar 96
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); *Educational Certificates; Higher Education; Majors (Students); Private Colleges; Professional Education; Public Colleges; Special Degree Programs; Vocational Education
IDENTIFIERS- *Arkansas

This document provides 104 tables and associated figures summarizing data on academic degree and certificate completion at public and independent institutions of higher education in Arkansas for 1994-95 and the preceding 5 years. The report is divided into three main segments, beginning with an overview of degree production statewide. Parts 2 and 3 present institutional-level data, initially for the 33 public colleges and universities, followed by parallel summaries for the state's 12 independent institutions reporting to the Arkansas Department of Higher Education. For each of the two sectors, data are summarized in tables according to the individual institutions conferring the award, degree level, program code, and the race and gender of degree participants. The 45 public and independent institutions awarded 16,355 degrees and certificates in 1994-95. Approximately 90.1 percent of the awards were given by the public sector, with the four-year institutions granting a record 10,577 degrees, or 71.8 percent

IV, "Student Assistance," and the seven parts of Title IX, "Graduate Programs." Title IV covers the following areas: grants to students in attendance at institutions of higher education; the federal family education loan program; the federal work-study program; the William D. Ford federal direct loan program; the federal Perkins loan program; need analysis; general provisions and statutory requirements; and program integrity. Title IX covers: grants to institutions to encourage women and minority participation in graduate education; the Patricia Roberts Harris fellowship programs; the Jacob K. Javits Fellows program; graduate assistance in areas of national need; the faculty development fellowship program; assistance for training in the legal profession; and law school clinical experience programs. (CK)

ED 398 856 HE 029 477

Fordyce, Hugh R.
United Negro College Fund Statistical Report, 1994.
PUB DATE- 95
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Black Students; College Admission; *College Faculty; College Students; Degrees (Academic); Demography; Educational Finance; Educational Trends; Endowment Funds; *Enrollment Trends; Higher Education; Private Colleges; School Funds; *Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *United Negro College Fund

This report presents detailed information concerning the member institutions of the United Negro College Fund (UNCF), an organization which includes 41 historically black colleges and universities in the United States. Data are organized within the categories of enrollment, admission, faculty and staff, degrees, student financial aid, college costs, institutional finances, and endowment. Highlights of the data include the following: enrollments declined to 54,098 in fall 1994, a 1.2 percent decrease over the previous year, the first decrease since the mid 1980s; about two-thirds of all UNCF students came from the Southeast; the rate of enrollment increase for women has been larger than that of men; applications for admission have increased by 72 percent between 1986 and 1993; faculty salaries were only two-thirds as high as those found at other comparable institutions; the percentage of full-time faculty who hold doctorates has increased from 52 percent to 57 percent; the field of business and management produced the highest number of bachelor degree graduates in 1992-93; and the number of graduates in education increased by 15 percent. Thirty-one appendices provide tables presenting additional data. (CK)

ED 398 857 HE 029 478

Higher Education Cooperation Act: Fiscal Year 1997 Grant Allocations.
PUB DATE- 4 Sep 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Involvement;

Integrating Computers into an Interdisciplinary Ninth Grade Science-Centered Academy.
PUB DATE- 95
NOTE- 87p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Computer Uses in Education; *Curriculum Development; Grade 9; High Schools; House Plan; *Inservice Teacher Education; *Interdisciplinary Approach; Lesson Plans; Participant Satisfaction; Science Curriculum; Science Programs; Space Utilization; *Staff Development; Student Reaction; Teacher Attitudes; Time Management
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; *Technology Integration

This practicum was designed to integrate the use of computers into the curriculum of a ninth-grade interdisciplinary science academy through staff development and a management plan dealing with division of time and space. Inservice training in the areas of computers and interdisciplinary planning were provided and a management plan for students and teachers formed the nucleus of the academy's plans for the year. Staff development activities over 15 days covered technology and interdisciplinary curriculum planning and used a series of templates for lesson planning and classroom management. Lesson planning forms and student study sheets were shared with other staff members. Analysis of the data revealed that teachers were satisfied with the amount of training they received in incorporating the use of computers into a series of interdisciplinary projects based on the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. In spite of setbacks having to do with network management and technical difficulties, teachers succeeded in integrating computers into their classes. Students reported that they found the use of study sheets useful in their academic classes, especially for group projects. (Contains 37 references.) (Author/SWC)

ED 398 875 IR 018 055

Technology Infrastructure in Schools. Hot Topic.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Appropriate Technology; Computer Networks; Computer System Design; *Computer Uses in Education; Consortia; Consultants; Cooperative Programs; Coordination; *Educational Cooperation; *Educational Technology; Facility Requirements; Financial Support; Information Technology; Maintenance; Training Objectives; Vendors
IDENTIFIERS- Connectivity; SouthEastern Regional Vision for Education; Technology Integration; United States (Southeast)

This document is designed for education, government, and community leaders as they collaborate to provide information access for students by establishing a technology infrastructure within schools. Overviews of issues, appropriate questions to consider, and lists of recommendations seek to put the non-of Virginia, and the University of Kansas, among others, have initiated clinical supervision projects using e-mail and the Internet, and have also created problem-solving networks open to pre-service teachers, beginning teachers, cooperating teachers and college supervisors. What has been learned with pre-service teachers can be applied to local school districts. With telecommunications, greater opportunities are provided for teacher reflective decision making; formative feedback from supervisors; joint supervisor and teacher problem solving; acquisition of lesson plans and student project ideas from numerous sources; and the improvement of instruction. (Contains 12 references.) (Author/AEF)

ED 398 894 IR 018 074

Pan, Alex
Comparison of Young Children's and Preservice Students' Performances in Using the StoryBook Weaver Program.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Childrens Writing; *Comparative Analysis; Computer Assisted Instruction; Computer Software; Computer Uses in Education; Elementary Education; Grade 1; Group Activities; Preservice Teacher Education; Production Techniques; *Story Telling; Student Attitudes; *Student Motivation; Time on Task; Writing Assignments
IDENTIFIERS- Apple Macintosh; *Computerized Techniques

Computerized storybook maker programs can motivate young children to learn to read and write as they play. This study compared perceptions and performances of young children and adult students on the StoryBook Weaver program. Participants were 26 first graders and 23 preservice teachers. Both groups of students were asked to compose stories on a Macintosh computer with a storybook maker program. To investigate the impact of grouping on composing with the storybook maker programs, both children and adult groups were randomly assigned into individual groups and pair groups. The differences of the performance and outcome were examined through observation of how students proceed to complete the assigned tasks; how frequently students applied the story making elements in the program time they devoted to composing; and the quality of their final products. In addition, information about their final attitudes toward the product were collected. The differences between the adults and the young children are discussed in terms of motivation; approach; time spent; elements used and features tried; most enjoyed features; quality of finished story products; special needs; self-stated attitudes; and team group versus individual group. Young children were found to enjoy the storybook maker programs more than adult students. Five tables depict results. (AEF)

ED 398 895 IR 018 075

Stuhlmann, Janice; Taylor, Harriet
Whole-Language Strategies for Integrating Technology into Language Arts.
PUB DATE- 96
NOTE- 10p.; In: Call of the North, NECC '96. Proceedings of the

Arabic script collections. It also examines the automation decisions that different libraries worldwide have made about automating such collections, particularly considering how their choices relate to overall prioritization and needs assessment at the institution. A library may choose to Romanize the cataloging data, to use nonRoman script cataloging, or to implement combinations of both. Standards and case studies are provided for each. Appendices contain sample machine-readable catalog records. (Contains 140 references.) (Author/BEW)

ED 398 912 IR 055 970

Suiter, Martha, Ed.
The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
PUB DATE- 95
NOTE- 157p.; For selected individual papers, see IR 055 971-984.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Computer Mediated Communication; Computer Security; *Computer Uses in Education; Cooperation; Copyrights; Design Preferences; Distance Education; *Educational Trends; Fair Use (Copyrights); Futures (of Society); *Higher Education; Hypermedia; *Internet; Screen Design (Computers); World Wide Web
IDENTIFIERS- *Academic Computing; Computerized Techniques; Computer Services; Government Information; Home Pages; New Mexico

This set of proceedings assembles papers presented at the 1995 Council for Higher Education Computing Services (CHECS) conference, held at the New Mexico Military Institute in Roswell, New Mexico. CHECS members are higher education computing services organizations within the state of New Mexico. The main focus of the conference was the Internet and its future, with paper topics including: copyright issues; home page design; access to government information; technical aspects; distance learning; security and privacy; local area network for libraries; education and use of the Internet by adults, by people with disabilities, and in school settings; designing the electronic classroom and communication and collaboration via the Internet. The proceedings include a conference agenda and the full text of 16 of the 28 papers presented at the conference; 12 papers were not submitted for publication. (SWC)

ED 398 913 IR 055 971

McKay, Glen
Copyright in the Pipeline: An Examination of Distance Learning Issues and Possible Solutions.
PUB DATE- 95
NOTE- 15p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Uses in Education;

Mogge, Dru, Ed.

Directory of Electronic Journals, Newsletters and Academic Discussion Lists. 6th Edition.

PUB DATE- Jun 96

NOTE- 1,151p.; Compiled by Dru Mogge and the ARL Directory Staff and Diane K. Kovacs, and the Directory Team.

LANGUAGE- English

EDRS Price- MF08/PC47 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Computer Mediated Communication; *Directories; *Electronic Journals; Electronic Publishing; Higher Education; Information Sources; *Internet; Librarians; Newsletters; Research Tools; *Scholarly Journals

IDENTIFIERS- Association of Research Libraries; *Listservs

The Association of Research Libraries (ARL) has published this directory of over 3,000 academic and professional discussion lists and 1,688 electronic journals, newsletters, and newsletter-digests. This tool is designed for assisting individuals in locating Internet resources as well as assisting librarians in building electronic collections. The directory is organized to assist the user in locating relevant publications and discussion groups quickly. The book is divided into two listings: (1) electronic journals and newsletters (listed alphabetically) and (2) academic and professional discussion lists (arranged topically). Entries concerning journals include a short description of each title and access information. A URL (Uniform Resource Locator) is provided for over 90% of the journal and newsletter titles. Information on International Standard Serial Number (ISSN), costs, first and back issues, peer review, frequency, and submissions are also included. Scholarly and professional discussion groups are arranged by subject; entries include moderator contact information, and indicate whether the lists are edited and archived. There are separate alphabetical title indexes for each of the two sections, and a subject guide to the academic and professional lists. In addition, there is a combined index for the two sections with keywords, titles, and institutional affiliations. The directory also contains a comprehensive review of online, full-text, peer reviewed, English language journals in the areas of science, technology, and medicine entitled, "A Survey of STM Online Journals 1990-95: The Calm before the Storm," (Steve Hitchcock et al.). (Author/SWC)

ED 398 932 IR 055 990

Bertot, John Carlo; And Others

The 1996 National Survey of Public Libraries and the Internet: Progress and Issues. Final Report.

PUB DATE- Jul 96

NOTE- 81p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Access to Information; Costs; Demography; Depository Libraries; Information Policy; *Information Services; *Internet; Library Development; Library Role; *Library Services; Library Surveys; Longitudinal Studies; *Public Libraries

IDENTIFIERS- *Connectivity

This 1996 National Commission on Libraries and Information Science (NCLIS) survey gathered data from a national sample of public libraries concerning the current level of public library

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clinical Experience; Community Colleges; *Community Health Services; Curriculum; *Curriculum Development; Health Facilities; *Nursing Education; Partnerships in Education; Program Evaluation; *School Community Programs; Two Year Colleges
IDENTIFIERS- *Saint Petersburg Junior College FL

In January 1995, the nursing program at St. Petersburg Junior College (SPJC), in Florida, undertook a project to enable nursing students to move from hospital- to community-based practice. Specifically, the project sought to establish partnerships with the health care agencies and facilities in the community, develop a community-based health care curriculum, develop a replicable model for community out placements, identify qualified area nurses to supervise and evaluate students in their out placement experiences, and provide inservice training to SPJC faulty. An Advisory Committee was formed and 33 SPJC nursing faculty were consulted throughout the project regarding curriculum development and out placement site assessments. As a result of the project, 11 new contracts were completed for out placement learning sites. In addition, the nursing curriculum was updated through the development of modules focusing on unique settings, such as home health and hospice care, and including theory and objectives of clinical learning and worksheets and evaluation forms for students' clinical experiences. The bulk of this report provides the updated curriculum for the hospice, home health care, and middle aged & older adults modules, including course outlines and materials used in instruction. The evaluation forms for student out placement are included. (TGI)

ED 398 950 JC 960 445

Windham, Patricia
What Happens to Community College Dual Enrollment Students?
PUB DATE- Aug 96
NOTE- 13p.; Paper presented at the Annual Conference of the Southern Association for Community College Research (25th, Panama City, FL, August 5-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Acceleration (Education); *College Outcomes Assessment; *College Transfer Students; Community Colleges; Comparative Analysis; *Dual Enrollment; Grade Point Average; Program Effectiveness; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL; Tallahassee Community College FL

As a result of research indicating that the dual enrollment (DE) students at Florida's community colleges experience problems upon transferring to state universities, Pensacola Junior College (PJC) and Tallahassee Community College (TCC) conducted follow-up studies of DE students. PJC examined outcomes for students who successfully completed DE English and western civilization courses who transferred to the University of West Florida (UWF), while TCC focused on all students registered in DE courses in fall 1990, 1991, and 1992 who transferred to Florida State University (FSU). Major findings included the following: (1) four of six former PJC students with UWF grade point averages below 2.0 had earned "C's" in one or both of

81.3% indicated that they looked forward to going to work; (2) 79.2% thought that there was a positive climate for racial and ethnic diversity, while 72.7% thought that equal opportunities existed for women with respect to recognition, respect, and advancement; (3) approximately one-fifth of the staff indicated that they had occasionally or frequently been discriminated against because of their race/ethnicity or gender; (4) men were more likely than women to report that they had seen sexist, racist, or homophobic graffiti or heard disparaging comments about gays/lesbians; and (5) 67.5% felt that subtle discrimination was dealt with directly and immediately by administrators. Tables showing responses by college are included throughout. Appendixes include the survey instrument and survey responses by gender and ethnicity. (TGI)

ED 398 968 JC 960 526

General Education Core Curriculum.
PUB DATE- Jun 96
NOTE- 29p.; For a related report on the core curriculum's role in the Illinois Articulation Initiative, see ED 390 503; for a report on articulation recommendations, see JC 960 527.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); College Curriculum; College Transfer Students; *Core Curriculum; *General Education; Higher Education; Institutional Cooperation; *Minimum Competencies; *Program Content; Program Evaluation; *Required Courses; Two Year Colleges
IDENTIFIERS- *Illinois

As part of a statewide articulation initiative, a general education core curriculum was developed for all Illinois colleges and universities to facilitate the transfer of students pursuing baccalaureate degrees. This report describes the development of the curriculum and reviews component courses. First, an overview is provided of the curriculum, including assumptions guiding its development, the development process, the resulting curriculum, and future implementation and efforts. Next, the purpose of general education within undergraduate education is discussed, highlighting the goal of developing breadth of knowledge in students by acquainting them with the methods of inquiry of various academic disciplines. Requirements for the curriculum are then reviewed, indicating that 12 to 13 courses in 5 areas are required, including 3 for communication, 1 to 2 for mathematics, 2 for physical and life sciences, 3 for humanities and fine arts, and 3 for social and behavioral sciences. Next, the criteria for courses are examined, emphasizing the need for foundation skills, breadth of scope, and diversity of perspectives. Finally, the bulk of the report provides specific criteria for the five areas, describing the purpose for providing instruction in the area and the specific courses that may be used to fulfill each area. Appendixes include a description of the Illinois teacher certification requirement in non-western or third world cultures, a list of colleges and universities participating in the development of the curriculum, and a list of panel members. (TGI)

ED 398 969 JC 960 527

Articulation Recommendations for Baccalaureate Majors.

districts in assessing and improving family and consumer science (FCS) programs, this program plan provides information on current trends affecting the delivery of FCS programs and guidelines for assessing and developing new comprehensive or specialized programs. Following letters of transmittal, an introduction is provided to the program plan, highlighting its history, organization, philosophical and fiscal support, accountability and reporting framework, taxonomy of courses, and mission and goals. Next, the purpose and goals, career opportunities, curriculum, courses and core components, and program development and review standards are described for the following FCS areas: (1) fashion; (2) interior design/merchandising; (3) life management; (4) lifespan education (i.e., instruction in the areas of child development, family studies, and gerontology); and (5) nutrition, foods, and hospitality. The goals, responsibilities, course numbering system, and processes for articulating FCS programs with other levels are then described, focusing on participating high schools, community colleges, regional occupational centers, Tech Prep programs, Bachelor degree granting institutions, and community agencies. Next, the integrated Secretary's Commission on Achieving Necessary Skills (SCANS) competencies are detailed for each program area. Finally, a self-study and assessment instrument developed for FCS programs is provided and explained. Appendixes include lists of program plan committees and glossary of terms. Directories of professional and trade organizations and the California Community College directory of FCS and related program areas and program coordinators are attached. (TGI)

ED 398 986 JC 960 551

California Community College Family and Consumer Sciences in the 21st Century.
PUB DATE- Aug 96
NOTE- 26p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Act (Title II, Part A and Title III, Part B), P.L. 101-392; for the companion consumer sciences program plan, see JC 960 549.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Curriculum; *College Planning; Commercial Art; Community Colleges; *Consumer Education; Curriculum Development; Employment Projections; *Family Life Education; Home Management; Labor Market; *Marketing; *Program Development; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Prepared as a companion to a 1996 California Community College plan for family and consumer sciences (FCS), this resource packet provides materials to help faculty, administrators, counselors, and other educators understand the elements of the plan, sharpen their focus on the dynamics of FCS programs, and increase support for programs at their colleges. Following an introductory sheet, a booklet is presented on the FCS plan for the 21st century, describing the development of the plan and specific needs and trends for the areas of fashion; interior design/merchandising; life management and lifespan curricula; and nutrition, foods, and hospitality. The booklet also reviews national and state trends and projections for the labor market in FCS-related industries; describes the focus in FCS programs may result from a lack of technical expertise or rigid attitudes among administrators and service providers that limit the ability of initiatives to work collaboratively; (3) political support barriers, which relate to challenges of establishing and maintaining external support for an initiative among political and policy officials, key constituency groups, and the general public; (4) management information and evaluation data system barriers, which concern difficulties in constructing cross-agency data networks and outcomes-based assessment systems necessary for effective planning, budgeting, management, and evaluation. Policy directions at the state level holding promise for overcoming these constraints are also delineated: (1) coordinate state agency program strategies and resource allocation policies; (2) move toward an accountability system based on achieving desired results for children and families through reducing procedural regulation of service delivery; (3) invest in cross-agency information infrastructures; (4) encourage more integrated pre-service training experiences for service administrators and front-line providers; (5) provide monetary incentives for collaboration; (6) help ensure multi-year funding for comprehensive initiatives. A description of The Finance Project and a list of resources available from the Project's Working Papers Series conclude the document. Contains 22 references. (KDFB)

ED 399 004   PS 024 282

Learning Partners: Get Ready for School!, Get to School Safely!, Let's Succeed in School!, Being Responsible, Let's Be Healthy!, Let's Use TV!, Let's Use the Library!, Let's Do Geography!, Let's Do History!, Let's Do Art!
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Child Health; *Children; Child Responsibility; Creative Activities; Daily Living Skills; Elementary Education; Geography Instruction; Health Activities; History Instruction; Hygiene; Learning Activities; Learning Readiness; Library Instruction; Mass Media Use; Nutrition; Parent Materials; *Parent Participation; Parent School Relationship; Safety Education; *School Readiness; Self Care Skills; Student Adjustment; Television Viewing; Transportation
IDENTIFIERS- Family Involvement Partnership for Learning

This document consists of 10 one-page sets of guidelines developed by the Family Involvement Partnership for Learning to assist parents in facilitating their children's elementary school success. The topics addressed in the guidelines include: (1) preparing children for school attendance; (2) safety while traveling to and from school; (3) successful learning; (4) responsible behavior; (5) hygiene and nutrition; (6) television use; (7) library use; (8) geography skills; (9) history; and (10) art. Each topic includes a series of suggestions for things parents can do to facilitate success in that area. Activities for children from different grade levels are described and resources for further information are listed. (KDFB)

ED 399 005   PS 024 286

methodological and didactic concepts need to be developed for the following topics: religious education, frustration level, and the understanding of technological relationships. Perspectives for future kindergarten education include the formulation of quality standards and the development of an appropriate open curriculum. (BGC)

ED 399 022 PS 024 406

Adams, Gina; Poersch, Nicole Oxendine
Child Care Briefing Book.
PUB DATE- Jan 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Children; *Day Care; *Day Care Centers; Family (Sociological Unit); Family Needs; *Federal Legislation; Nutrition; Public Policy
IDENTIFIERS- Child Care and Development Block Grants; *Child Care Legislation; *Child Care Needs; Congress 103rd; Congress 104th; Day Care Regulations; Nutrition Services; Proposed Legislation

This report provides information on a range of key child care issues, including basic facts about child care and its importance to children, families, and communities; and information on key legislative issues and proposals affecting child care. Fact sheets, with supporting references and tabular data, comprise about one-half of the document. Topics for these fact sheets include: (1) the extent to which child care is an integral part of American families' experiences as children increasingly have parents in the work force; (2) the impact of the lack of available child care on children, families, and communities; (3) the role of child care in helping children enter school ready to succeed; (4) the importance of nutritional assistance to children's health; and (5) the current supply of child care. The remainder of the document is comprised of information related to the current child care policy debate, including: (1) the roles of federal, state, and local governments and private and public sectors; (2) quotations from parents regarding their need for child care and nutrition assistance; (3) frequently asked questions about child care policies; (4) key components of an effective federal child care policy; (5) a state-by-state listing of waiting lists, closed intake, and reallocation of funds in 1994; (6) comparisons of the child care and child nutrition provisions under current law, the House Child Care Block Grant Proposals (H.R. 4), and the Senate Work Opportunity Act of 1995 (S. 1120); and (7) a summary of main child care provisions in the Welfare Conference Agreement. (KDFB)

ED 399 023 PS 024 407

Lewis, Nikki
Families and Schools: An Essential Partnership.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

history interviews, and books on father-child relations. Although current research and preschool materials suggest that fathers participate regularly, fathers' roles in the preschool environment have received scant attention due to subtle resentment and ostracism by female teachers and mothers. Cooperative preschools have contributed to changes in fathers' roles since the 1920s by giving men a socially approved fathering role and helping them develop networks of like-minded men who are typically middle-class professionals and trendsetters in their communities. (KDFB)

ED 399 040 PS 024 444

Springer, Mark
Watershed: A Successful Voyage into Integrative Learning.
PUB DATE- 94
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation Education; Cooperation; Cooperative Learning; Curriculum; Curriculum Design; Elementary Secondary Education; *Environmental Education; *Experiential Learning; Field Trips; Group Activities; Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Learning Theories; Middle Schools; Outdoor Activities; *Outdoor Education; Parent Participation; *Teaching Methods; Wilderness
IDENTIFIERS- Adler (Mortimer); Glasser (William); National Middle School Association; Native Americans; *Rivers; Sizer (Theodore R); Streams

This book describes a "whole learning" approach to education called the Watershed Program, which stresses integrated curriculum and experiential learning. Each chapter begins with an episode from the history of eastern Pennsylvania along the Brandywine River, used as an analogy to problems faced by the teachers in the Watershed program. The chapters are (1) "Beginnings," tracing the Watershed idea back to 1985 and detailing the basic precepts, including whole learning, openness to all students, elimination of grades in evaluation, using real life situations, and the use of the Brandywine River as a focus of study for students; (2) "Wild Indians and a Sense of Place," comparing Native Americans with the seventh graders in their love of and ownership of the land and river, along with describing the arrangement of the classroom space to reflect whole learning principles; (3) "Explorations: The First Year," describing the beginning of the school year; (4) "Growth and Changes," a story of the second year of the program; (5) "No Cross, No Crown, No Names Above the Door," introducing the five basic tenets of Watershed: commitment, cooperation, courage, caution, and caring--and emphasizing the revolutionary structure of the program in form, content, philosophy, and practice; (6) "New Frontiers," describing the challenge of adding fifth graders to the program in the fourth year of the program; (7) "United We Stand, Divided...," discussing the challenges presented by peer conflict; (8) "Manifest Destinies?," describing the evolving application process for students; and (9) "Place, Time, and Quality," reflecting on the whole learning experience. Appendices include the original program proposal, folder comment sheets, and a student application packet. Contains 21 references. (BGC)

ED 399 041 PS 024 448

January 24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Programs; Infants; Interviews; Parent Child Relationship; *Parent Education; *Parent School Relationship; *Partnerships in Education; Preschool Children; Preschool Education; Program Development; *Program Effectiveness; Program Evaluation; Program Improvement; Surveys
IDENTIFIERS- *Bryan Independent School District TX

The Bryan Independent School District's (Texas) Parent Education Partnership Program (PEPP) is designed to "empower all families through information, training, and support to enhance the parent-child relationship within the context of the home, school, and community to assure healthy, productive members of society." The 1994-1995 program consisted of parent educators working one-on-one with 125 families of children under the age of 5 by providing home visits, play groups, parent meetings, and developmental screenings. A formal evaluation was conducted of the PEPP program, consisting of a parent involvement survey for educators related to level of parent involvement, value of parent involvement, knowledge of PEPP program activities, and value of PEPP program. The parent interview consisted of open-ended questions related to activities in which families were involved through the PEPP program and suggestions for improving the program. The PEPP program activities were evaluated positively. Families were overwhelmingly in favor of the program, particularly the home visits. Results also highlighted the small number of families served and the need to expand the program. (Two appendices contain the school and parent survey instruments, and the parent interview results.) (SD)

ED 399 058 PS 024 479

Cullen, Joy
The Challenge of "Te Whaariki" for Future Developments in Early Childhood Education.
PUB DATE- May 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Day Care; Developmental Continuity; *Early Childhood Education; Educational Philosophy; Foreign Countries; National Curriculum; Program Descriptions; Teacher Education; Theory Practice Relationship
IDENTIFIERS- *Developmentally Appropriate Programs; Educare; New Zealand

"Te Whaariki," the "draft guidelines for developmentally appropriate practice in New Zealand early childhood services," constitutes a set of principles which can guide practice, rather than a structure for curriculum planning. The guidelines have the potential to provide a theoretical rationale for the application of the concept of "educare" to early childhood services in New Zealand and to contribute to the growth of a sense of professionalism in early childhood education. Despite these positive features, there is a theoretical tension inherent in the curriculum model adopted by Te Whaariki which could limit the effectiveness of its implementation. This internal constraint is likely to be exacerbated by weakness in the knowledge base and training of early childhood practitioners. Te Whaariki contains high of a child. Mothers and fathers think and act differently from one another, and children thrive on these differences. This book examines gender differences in child rearing, focusing on the conflict between male experts' advice promoting early independence and women's desire for intimacy with their children. Chapter 1, "The Mother Parenting versus Father Parenting Conflict," maintains that men's tendency to be self-focused and seek independence and women's tendency to be other-focused and seek connectedness are manifested in child rearing practices. Chapter 2, "Understanding Basic Gender Differences," examines the consequences of male/female differences in independence versus interdependence, competition versus cooperation, communication for information exchange versus intimacy, viewing child rearing as finding solutions versus giving support, and concern about being respected versus being liked. Chapter 3, "Understanding Basic Parenting Differences," discusses gender differences in parents' views about breast feeding, crying, holding, weaning, sleeping arrangements, and enforced child separation from parents. Chapter 4, "Reading the Experts," traces the historical development of the child rearing expert and examines contemporary differences in child rearing advice by men and women experts. Chapter 5, "The Importance of the Nurturing Mother," discusses children's need to establish a trusting relationship with another, examines how that relationship is developed with nurturing mothers, and argues that independence in children is enforced prematurely. Chapter 6, "The Importance of the Encouraging Father," discusses fathers' role in the development of children's independence. It is concluded that both approaches to parenting are valuable and that coordination of the approaches occurs best when both parents are involved in child rearing. Contains 133 references. (KDFB)

ED 399 076 PS 024 530

Annual Review 1995.
PUB DATE- 95
NOTE- 71p.; For Annual Review 1993, in English and Spanish, see ED 374 908. For Annual Review 1994, see ED 384 426.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Development; Coping; Early Childhood Education; Environmental Influences; Family Environment; Foreign Countries; International Programs; Mental Health; Program Descriptions; Television Viewing; Young Children
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands); Family Support; France; Resilience (Personality)

This document provides an annual report and financial review for 1995 of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. The report includes feature articles highlighting specific aspects of the year's activities: (1) "Growing Up in France: Parental Creches"; (2) "Changing the Nature of Television for Children"; (3) "Promoting Resilience in Children"; and (4) "What is a Project?" Descriptions of major projects supported by the foundation at the end of 1995 are presented by country and include brief details of target groups, location of activities, major objectives, and main strategies. An explanation of the foundation and its goals, a list of its new publications, and the names of members of the board of trustees and the staff are included. (KDFB) and videos. (SV)

ED 399 093 RC 020 008

SKOLE: The Journal of Alternative Education, 1994.
PUB DATE- 94
NOTE- 398p.; Photographs may not reproduce adequately. For volume 10, see RC 020 007. For volumes 4-9, see ED 360 126. Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Principles; Elementary Secondary Education; Experiential Learning; *Home Schooling; *Nontraditional Education; Open Education; *Public Education; Racial Relations; Religious Factors; *Small Schools; Unions

The two issues of the journal SKOLE for 1994 contain original articles and reprints about small alternative schools, home schooling, the contradictions and deficiencies of public education, and educational innovations. Major articles include: (1) "Reunion" (about Rockland Project School, New York) (Alice Gerard); (2) "Children's Village: The Evolution of an Alternative School" (in Japan) (Kuniko Kato); (3) "Absolute Absolution: The Forgiveness of Original Sin by Ministers of Government Schooling" (John Taylor Gatto); (4) "Hail to the Victors: Home Educators of Michigan" (Pat Montgomery); (5) "What It's 'Really' Like To Be Black" (Claire Saffian); (6) "The National Extortion Association?" (about the National Education Association) (Peter Brimelow, Leslie Spencer); (7) "Walking Wounded: A Way of Life?" (about survivors of child abuse) (Bennet Wong, Jock McKeen); (8) excerpt from "The End of Evolution" (about learning processes) (Joseph Chilton Pearce); (9) excerpts from "Educating the Entire Person" (Ron Dultz); (10) "Who's in Charge at the C-School?" (about the Community School, Camden, Maine) (Bill Halpin); (11) "Stonesoup Journal" (Dan Huston); (12) "Miracle on 45th Street" (about P.S. 51, New York City, New York) (Lydia Green); (13) "Concentration" (about the Free School, Albany, New York) (Chris Mercogliano); (14) "A Map, a Mirror, and a Wristwatch" (about educational strategies to undo the damage inflicted by public education) (John Taylor Gatto); (15) "The Transcendentalists: Humanistic Educators of the Early Nineteenth Century" (Ron Miller); (16) "Schooling Diplomas = Jobs?" (Pat Farenga); (17) "Information on Eureka Free University Seminar Project" (in Russia) (Jerry Mintz and friends); (18) "Son-Rise: The Miracle Continues" (growth and healing of an autistic child) (Barry Neil Kaufman); (19) "Nine Years of NCACS Doings" (collection of items from the National Coalition of Alternative Community Schools newsletter); (20) "Madalyne" (a first grade's acceptance of a special needs student) (Holly Engel); and (21) "Myles Horton (1905-90) of Highlander: Adult Educator and Southern Activist" (Franklin Parker, Betty J. Parker). The journal also contains poems, letters, reviews of books and videos, interviews, and student writings. (SV)

ED 399 094 RC 020 282

Cunningham, Shea
Farm Workers in the '90s: Where Do We Stand? Food First Action Alert.
PUB DATE- 94
NOTE- 7p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

IDENTIFIERS- *Adventure Therapy

This annotated bibliography lists resource materials related to the use of adventure programming with special populations. Materials were written between 1980 and 1992 and include journal articles, books, and documents cited in Educational Resources Information Center (ERIC). Dissertation Abstracts International, and Psychlit. The 108 entries include author, date of publication, title, publisher, population, article type, and abstract. When appropriate, the ERIC document reproduction number is included. Materials are primarily theoretical or empirical and cover therapeutic adventure programming and related research concerning substance abuse, delinquent youth, incest victims, emotionally disturbed youth, mentally ill adults, persons with disabilities, college students, high school students, hospitalized youth and adults, and disadvantaged youth. (LP)

ED 399 111 RC 020 697

Khandker, Shahidur R.
Education Achievements and School Efficiency in Rural Bangladesh. World Bank Discussion Papers, 319.
PUB DATE- Mar 96
NOTE- 93p.; Bar graphs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Access to Education; Developing Nations; Educational Assessment; *Educational Attainment; *Educational Environment; *Efficiency; Elementary Secondary Education; Equal Education; Females; Foreign Countries; Males; Outcomes of Education; *Rural Education; *Womens Education
IDENTIFIERS- *Bangladesh; World Bank

Two of the largest World Bank investment projects in Bangladesh are the general education project and the female secondary scholarship and assistance project. This paper evaluates the expected results of these educational projects using the household and school survey data recently collected in rural Bangladesh. Bangladesh spends only 2 percent of its GNP on education, compared to 3.2 percent in an average low-income country and 6 percent in an average high-income country. Low investment in education results in low literacy (only 35 percent), which in turn results in low productivity, low incomes, poor health, and, above all, high population growth. To counter these trends, Bangladesh has invested substantially in the education sector in recent years, with the help of the World Bank and other donor agencies. The objective of this investment has been to improve both the quality and quantity of education, especially among the female population. The general education and female secondary school assistance projects are, in particular, geared to promote better access to primary and secondary education, as well as higher school participation and educational attainment. Based on the rural household and school survey data on both supply and demand factors, this report concludes that school interventions such as more and better schools, better trained and educated teachers, more female teachers, and better water and sanitation facilities in schools promote literacy and improve school participation and school attainment rates. Independent of school-level interventions, complementary investments in village infrastructure (roads and electricity) also have beneficial effects on educational outcomes. The effects of all these interventions are more

Whites in percentage of classified ad searches, taking courses, and accessing government reports. By age group, telephone penetration was lowest among the youngest rural households, while computer penetration was lowest among rural and central-city seniors and the youngest rural households. With some exceptions, educational attainment (tables 10-12) was related to telephone, computer, and modem penetration. For a given level of education, central-city households had the lowest telephone and computer penetration and rural households with computers had the lowest modem penetration. Participation in online courses was highest among those with the lowest educational attainment. Includes definitions and 30 data tables illustrated with bar charts. (SV)

ED 399 127 SE 056 739

Ediger, Marlow
Restructuring the Science Curriculum (A Public Debate).
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Learning Strategies; School Effectiveness; *Science Curriculum

This paper presents a fictitious debate among a group of science educators regarding the characteristics of an effective science curriculum. The debate explores the controversy between those science educators who have supported a basics approach to science teaching and the problem-solving approach advocated by educators behind reform efforts such as Project 2061, developed by the American Association for the Advancement of Science. A question and answer session with fictitious audience participants follows the presentations by the groups. Contains 12 references. (DDR)

ED 399 128 SE 056 755

Edelstein, Karen
Pond and Stream Safari: A Guide to the Ecology of Aquatic Invertebrates.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; Elementary Secondary Education; Environmental Education; Science Activities
IDENTIFIERS- Aquatic Life; *Aquatic Organisms; *Invertebrates; Ponds

This packet includes a leader's guide, a quick reference guide to aquatic invertebrates, a checklist of common aquatic invertebrates, and activity sheets. The leader's guide includes four sections on background information and seven activities. Background sections include: Understanding Aquatic Insects; Growing Up: Aquatic Insect Forms; Adapting to Life Underwater; and Profiles of Common Aquatic Invertebrates. Activities include: The Aquatic Safari; Making an Aquatic Insect Collection; Presto, Change-o; Create a Critter; The

Education; Worksheets
IDENTIFIERS- *Humane Education

This packet is the junior part of a series of worksheet packets available at both junior (grades 3-4) and senior (grades 5-6) levels that covers a variety of humane and environmental topics. Each packet includes 10 worksheets, all of which originally appeared in past issues of the annual teaching magazine "KIND (Kids in Nature's Defense) Teacher." Worksheets in this packet include the following: Animal Homes, Build a Bat, Give a Snake a Break, No MAYBEs with Rabies, Ocean Dwellers, Rain Forest Roundup, Sea Turtle Maze, Trouble in the Reefs, Wild Worries, and Wonderful Bugs. Contains an answer key. (JRH)

ED 399 153 SE 058 628

X-Rays: The Inside Story (Primary). Teacher's Guide.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Interdisciplinary Approach; *Radiation; *Radiology; *Science Education; Social Studies; Teaching Guides; Units of Study

The goal of this unit is to help children explore the aspects of X-rays and radiology in society. Students develop an understanding that X-rays are silhouette images, beneficial in health care, and a part of radiology. The history and development of X-rays as well as their applications in advancing technology are also explored. The unit is structured using the center of interest approach and includes activities pertaining to science, math, reading, writing, speaking and listening, computers, technology, health, outdoor education, art, music, and studies of society and the environment. Teachers are encouraged to incorporate the interactive teaching model included in the guide. In addition to the teaching guide, the kit includes 2 posters, a videotape, a collection of X-ray image masters, and 32 activity cards that can be used as learning center themes or individual and group projects. (DDR)

ED 399 154 SE 058 629

X-Rays: The Inside Story (Secondary). Teacher's Guide.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Career Awareness; Graphs; Interdisciplinary Approach; *Radiation; *Radiology; *Science Education; Secondary Education; Social Studies; Teaching Guides; Units of Study

The goals of this unit are to explore the magic, history, and development of imaging technology, clarify what X-rays and radiation are, examine the issues involved in imaging technology, understand basic anatomy, explore careers related to radiology, and promote future good health. Included in the unit are the teacher's guide, a collection of X-ray image masters, 2 posters, a videotape, and 40 activity cards. The activity cards can be used in a classroom activity or may be completed independently by individual students. A range of learning styles are reflected in the activities and many references. (DDR)

ED 399 178 SE 058 885

Altschuld, James W.
Evaluation of Project Symbiosis: An Interdisciplinary Science Education Project.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Agricultural Education; Change Strategies; *Educational Change; *Evaluation Methods; *Interdisciplinary Approach; Science Curriculum; Science Programs; Secondary Education; Team Teaching

The goal of this report is to provide a summary of the evaluation of Project Symbiosis which focused on enhancing the teaching of science principles in high school agriculture courses. The project initially involved 15 teams of science and agriculture teachers and was characterized by an extensive evaluation component consisting of six formal elements and one informal element. Data collected for evaluative purposes included preparticipation information, workshop evaluations, post-workshop telephone interviews, teacher generated products, and on-site interviews. Preliminary implications of Project Symbiosis suggest that evaluation methods must be multifaceted, the interdisciplinary teacher teaming requires extended periods of time, and structures within schools should be altered to assist teams. (DDR)

ED 399 179 SE 058 894

Kepler, Lynne
Windowsill Science Centers: Turn Your Classroom Windowsill into the Perfect Lab for Easy-To-Do Science Investigations!
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; General Science; *Learning Centers (Classroom); *Science Activities; Science Curriculum; *Science Process Skills; Science Projects; Student Evaluation; Vocabulary Development
IDENTIFIERS- *Windowsills

Favorite science topics like seeds and plants, evaporation, light and shadow, and animal observation are the subjects of the eight windowsill science centers included in this book. Each of the science centers includes a discussion of the process skills that students will use, several hands-on activities, explanation of key concepts and vocabulary, curriculum connection activities, suggestions for student assessment, questions to challenge students to extend their thinking, suggested resources, and reproducibles such as data sheets. Suggestions for organizing the physical space are included. Contains 38 references. (DDR)

ED 399 180 SE 058 900

Benchmarks for Science Literacy.
PUB DATE- 93

study of the era and people that brought about this exposition. (MM)

ED 399 201 SO 026 764

Chan, Adrian; Chu, Richard
The Concept of Order in Ancient China: A Curriculum Unit for History and Social Studies, Grades 6-9.
PUB DATE- 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; *Chinese Culture; Foreign Countries; *Global Education; Intermediate Grades; Junior High Schools; Middle Schools; Multicultural Education; Non Western Civilization; Social Studies; World History
IDENTIFIERS- *China; Han Dynasty

This unit addresses the questions of how and why people create order in a world whose randomness and order are for individuals to interpret. This unit uses the Han Dynasty of China as an example of one country's attempt to create such order and unite China successfully for over 400 years. The activities in this unit examine order in politics, in society, in human relationships, in the relationship to the land, in music, and writing. The six activities include: (1) "The Ruler"; (2) "Music in Han China"; (3) "The Scholar-Official"; (4) "Agriculture"; (5) "The Virtuous Order"; and (6) "Order in Language." A closing activity focuses on "Order Around Us." An 18-item bibliography concludes the document. (EH)

ED 399 202 SO 026 765

Steinbeck, Reinhold; And Others
Unity in Diversity - The European Union: An Evolving Community. A Social Studies Unit Recommended for Grades 9-12.
PUB DATE- 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community; *Cooperation; *Cultural Differences; *Cultural Pluralism; European History; Foreign Countries; Global Education; High Schools; *International Cooperation; *International Organizations; International Relations; Multicultural Education; Social Studies; *World History
IDENTIFIERS- Diversity Concept; Europe; *European Union

This unit introduces students to the concept of community in general and how individual entities cooperate to make decisions. By examining historical events that led to the formation of the European Community, students are introduced to a community in an international context. The six lessons include: (1) "Cooperation and Community"; (2) "An Evolving Community"; (3) "Decision-making Institutions of the European Union"; (4) "Cooperation Around Environmental Issues"; (5) "Admission of a New Member State-The Cases of Norway and the Czech Republic"; and (6) "The European Union: Visions for the Future." The document concludes with four appendices: a description of the European Union, a discussion of cooperative learning and the jigsaw approach, a list of frequently asked questions, and an extensive resource list. (EH) which includes a major effort to engage parents of linguistically diverse students in encouraging and supporting their children's learning environment. University and school personnel collaborate on two major goals: improving student performance and preparing preservice students for authentic teaching. The paper includes an overview of several elements of the preservice program: curriculum, technology-based activities, field experience, bilingual and multicultural education. The Saturday School at Sammons (SSS), a 10-week Saturday program for parents and children, is the central component of the overall program's parent support services. Parents receive English as a Second Language classes and computer training. In addition to Sam Houston University, Texas A&M University is a partner in SSS, and preservice teachers and university professors from both institutions plan and prepare SSS lessons. (Contains 13 references.) (IAH)

ED 399 223 SP 036 823

Crow, Nedra A.; And Others
Masters Cooperative Program: An Alternative Model of Teacher Development in PDS Sites.
PUB DATE- 11 Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Change Agents; Change Strategies; College School Cooperation; *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Masters Programs; *Professional Development Schools; School Restructuring; Teacher Education Curriculum
IDENTIFIERS- Teacher Change; *Teacher Development; *Teacher Researchers; University of Utah

Findings are reported from a study that investigated the influence of a two-year cooperative masters of education program as a vehicle for professional development and school renewal. Semi-structured interviews and questionnaires were used to collect data from 25 experienced teachers based in 3 secondary and 2 elementary professional development schools (PDSs). The dominant theme to emerge from the data was the impact of the cooperative program on teachers as sustained change agents; this theme played itself out in four major areas of participants' lives: teachers' beliefs and roles, the classroom, the school, and the development of a community of learners. There was a continuous emphasis on inquiry throughout the program, during which teachers conducted year-long research projects. Respondents linked their practice of sustained inquiry to increases in confidence levels, role changes, and increased activism. A majority of respondents indicated that the program changed their teaching practices, that change continued after they completed the program, and that these changes were also linked to the experience of conducting an action research inquiry project. The program also stimulated teachers to give more choice and voice to their own students. While individual action research projects and other aspects of the program positively impacted some schools and influenced school change efforts at several sites, some teachers reported little or no school change. The program's contribution to developing a community of learners at various sites is also

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; *Classroom Techniques; *Discipline; Elementary Education; Elementary School Teachers; *Instructional Effectiveness; *Student Attitudes; *Student Motivation; Student Responsibility; *Teacher Student Relationship; Teaching Models; Theory Practice Relationship; Time Management
IDENTIFIERS- *Behavior Management

This book provides teachers with strategies for maintaining and increasing appropriate behaviors as well as for preventing and remediating inappropriate behaviors. The 15 chapters provide suggestions and approaches to managing, motivating, and teaching students of all ability and motivational levels. The first three chapters address goals for students concerning academic successes, appropriate behaviors and motivation for learning. Chapters 4 to 8 describe the basics of reinforcement and punishment theory, with specifics about how to establish rules, procedures, and routines. The next three chapters describe current and successful models from research and relevant literature about instructional and motivational effectiveness and behavior management. Chapter 12 focuses on strategies that can be employed with mildly undesirable behaviors and makes suggestions for dealing with violence and more serious behaviors. Chapters 13 and 14 explore selected faculty thoughts and perceptions that often translate directly into dysfunctional and self-defeating actions and behaviors. The final chapter covers specific populations in public education and special assistance available from school counselors. Each chapter has a summary of key concepts; references for additional reading are provided by chapter and for the text as a whole. (ND)

ED 399 243 SP 036 897

Simola, Hannu; And Others
Decontextualizing Pedagogy: The Rise of Didactic Closure in Finnish Teacher Education.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Policy; Educational Principles; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; *Knowledge Base for Teaching; Preservice Teacher Education; Professional Recognition; *Teacher Education Curriculum; *Teacher Educators; *Teaching (Occupation)
IDENTIFIERS- *Finland; *Professionalization of Teaching

This paper examines the history of Finnish didactics and the professionalization of teacher education. In Finland, didactics is an emerging academic discipline--the science of teaching or educational science for teacher education--and includes both the subject and contextual knowledge of teaching. At the same time, the context of teaching and learning, the school as a socio-historical institution, is of little interest. Education appendices include a glossary of teaching strategies and sources of teacher support materials. (ND)

ED 399 262 SP 036 932

Ball, Deborah Loewenberg
Developing Mathematics Reform: What Don't We Know about Teacher Learning--But Would Make Good Working Hypotheses? NCRTL Craft Paper 95-4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 53p.; Paper presented at a conference on Teacher Enhancement in Mathematics K-6 (Arlington, VA, November 18-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary School Mathematics; Elementary Secondary Education; *Faculty Development; *Knowledge Base for Teaching; *Mathematics Instruction; Mathematics Teachers; Secondary School Mathematics; *Teacher Improvement

This paper examines what teacher educators, policymakers, and teachers think they know about the current mathematics reforms and what it takes to help teachers engage with these reforms. The analysis is organized around three issues: (1) the "it" envisioned by the reforms; (2) what teachers (and others) bring to learning "it"; (3) what is known and believed about teacher learning. The second part of the paper deals with what is not known about the reforms and how to help a larger number of teachers engage productively with the reforms. This section of the paper confronts the current pressures to "scale up" reform efforts to "reach" more teachers. Arguing that what is known is not sufficient to meet the demand for scaling up, three potential hypotheses about teacher learning and professional development are proposed that might serve to meet the demand to offer more teachers opportunities for learning. (Contains 81 references.) (Author/ND)

ED 399 263 TM 022 678

School District Data Book Reference Manual. User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 171p.; Some pages contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Information; Children; *Databases; Demography; Elementary Secondary Education; Information Dissemination; Information Systems; *Optical Data Disks; *Public Schools; *School Districts; *User Needs (Information)
IDENTIFIERS- Data Files; *School District Data Book

The School District Data Book is an electronic library containing social, economic, and administrative data for each of the 15,274 public school districts in the United States. It contains the most comprehensive demographic database ever developed for the nation's children. The School District Data Book is maintained on a set of 44 CD-ROMs. With a conventional microcomputer equipped with a CD-ROM reader, immediate access is provided for up to 200,000 data items for each district or

Students; *Economic Factors; Educational Legislation; *Federal Legislation; *Generation Gap; Hearings; Higher Education; Leadership Responsibility; *Low Income Groups; Older Adults; Political Issues; Private Schools; Program Budgeting; Resource Allocation; Social Attitudes; Student Alienation; *Student Attitudes; *Student Financial Aid; Tax Credits; Taxes; Tax Rates; Teacher Salaries; Urban Areas
IDENTIFIERS- Congress 104th

This document presents the minutes of a field hearing before the Budget Committee of the United States House of Representatives generally regarding the aspirations and financial needs of American college students in 1996. Students from Pennsylvania, Connecticut, Massachusetts, and North Carolina addressed the Committee. The discussion focuses on the efforts of the current administration to enlarge the number of financial aid opportunities for college students. Among topics addressed are the Social Security Trust Fund, the earned income tax credit, tax fraud, tax cuts, the national debt, balancing the budget, teacher salaries, student needs, school safety, crime, unemployment, the national savings rate, private schools, the taxpayer revolution, the school lunch program, inner city problems, and urban flight. (CK)

ED 398 818 HE 029 429

Mieczkowski, Bogdan
The Rot at the Top. Dysfunctional Bureaucracy in Academia.
PUB DATE- 95
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Administrative Organization; *Administrator Role; *Bureaucracy; College Faculty; Court Judges; *Educational Administration; Higher Education; Leadership Responsibility; Organizational Climate; *Politics of Education; *Power Structure; *Story Telling
IDENTIFIERS- *Dysfunctional Behavior

This book is part of a continuing study of dysfunctional bureaucracy. Chapter 1 provides the framework for organizing the discussion on the dysfunctional bureaucracy as it occurs in academia. This chapter covers such topics as the protective strata of dysfunctional bureaucrats, the judiciary as part of the protective strata, bureaucratic self-interest and its pursuit in academia, and the results of bureaucratic power on campus. Chapter 2 is a collection of stories and thoughts by several academics on such topics as ignorance enshrined on campus, bureaucracy in arts and sciences, objectivity dependent on who pays the honorarium, and classical dysfunctional bureaucrats. Chapter 3 presents selected problems created by dysfunctional bureaucrats at one institution, including a section on sex in the office. Chapter 4 paints the portraits of several dysfunctional bureaucrats, while Chapter 5 shows how such bureaucrats receive help from the protective strata on the faculty. Chapter 6 describes the difficulties connected with many high bureaucrats in academia, especially the problems of their excessive greed. Chapter 7 discuses the effects of dysfunctional bureaucrats on society, and Chapter 8 focuses on bureaucratic liaisons with the government. Chapter 9 examines society's state in solving the problem of dysfunctional academic bureaucrats. (Contains approximately 75 references.) (Author/CK)

ED 398 819 HE 029 430

of all public awards. Baccalaureate degrees made up 91.3 percent of the total degrees awarded, an increase over the previous year. (KG)

ED 398 838 HE 029 459

Higher Education Enrollment Statistics and Projections. 1995-1997 Biennium and Supplement: Enrollment Highlights of Two- and Four-Year Public Higher Education Institutions.
PUB DATE- Apr 95
NOTE- 261p.; For previous edition, see ED 353 927.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; College Students; Community Colleges; *Enrollment Projections; Enrollment Trends; Full Time Equivalency; Geographic Distribution; *Higher Education; Institutional Characteristics; National Norms; Private Colleges; Public Colleges; State Universities; Student Financial Aid; Vocational Schools
IDENTIFIERS- *Washington

This publication, one in a series of biennial reports, consists of tables and figures detailing the status of and projections for higher education enrollments in the state of Washington. The major sources of enrollment data are from the State Board for Community and Technical Colleges Management Information System and from the Higher Education Enrollment Reports covering four-year public institutions and branch campuses. Following a brief introduction in Chapter 1, Chapter 2 covers state enrollment highlights. Chapter 3 presents student characteristics for public community colleges Fall 1993 and for four-year public universities/colleges (Fall 1994). Chapter 4 presents actual and budgeted full-time equivalents of Washington two-and four-year public institutions. Chapter 5 gives baseline Fall enrollment projections, 1995-96 to 2020-21, for two- and four-year public higher education. Chapter 6 offers a perspective on unmet need--a report on the applications match study, 1992-93 follow-up and Fall 1993. Chapter 7 presents county participation rates, Fall 1993/1994. Chapter 8 presents state education attainment and state participation rates and national comparisons. Two appendices offer historical and current enrollment statistics, and enrollment projections--supporting and miscellaneous data. A Supplement presents highlights of data about Washington public higher education enrollment for the community and technical college system and each four-year institution. Enrollment data for two University of Washington branch campuses and three Washington State campuses are shown separately. The Supplement contains 59 additional tables. (KG)

ED 398 839 HE 029 460

Washington State 1995 Data Book.
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Crime; Criminal Law; *Demography; Economics; Elementary Secondary Education; Energy; Environment; Higher Education; Human Services; Local Government; Natural Resources; *Social Services; *State Government; State Schools; Statistical Data; Transportation
IDENTIFIERS- *Washington

Consortia; Economic Development; *Educational Environment; *Educational Finance; Financial Support; Government School Relationship; Graduate Study; Higher Education; *Institutional Cooperation; Library Funding; Minority Groups; Research and Development; *Resource Allocation; *State Aid; Technological Advancement
IDENTIFIERS- *Higher Education Cooperation Act (Illinois); *Illinois

This publication provides individual descriptions of grants allocated by the state of Illinois for aid to higher education for fiscal year 1997 under the provisions of the State Higher Education Cooperation Act. The Act provides funds for interinstitutional grants, minority educational achievement grants, minority articulation program grants, economic development grants, the Quad-Cities Graduate Study Center, library resource sharing, and the Advanced Photon Source (APS) project at the Argonne National Laboratory. Interinstitutional grants are provided to encourage cooperation among institutions and community involvement. Minority educational achievement grants are intended to motivate elementary and secondary students to pursue higher education. Minority articulation program grants target initiatives designed to improve the social and academic climate for minority students. Economic development grants are given to help state colleges and universities support regional educational consortia and assist companies in employing advanced manufacturing technologies. The Quad-Cities Graduate Study Center is a cooperative regional academic center providing graduate instruction to regional residents. Library resource sharing grants extend the use of college and university library collections. Grants provided to APS support university research experiments on synchrotron radiation. For each grant, information is provided on title, applicant institution, cooperating institution/s, project description, and recommended grant amount. (CK)

ED 398 858   HE 029 479

Vest, Jennifer L.; And Others
Involving Students through Building Community: Challenges for Women in Engineering Programs.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; College Students; Economic Factors; Educational Environment; *Educational Objectives; *Engineering Education; Females; Graduate Students; Higher Education; *Models; Program Development; Resource Allocation; *Role Conflict; Sex Bias; Sex Role; Social Reinforcement; Stress Management; Student Development; Time Perspective; *Womens Education
IDENTIFIERS- *Maryland

This review of the literature examines barriers to building community and fostering involvement among female undergraduate and graduate students in engineering. It also explores a comprehensive set of strategic initiatives that can be taken by women in engineering advocates to build a sense of community and mutual support among students. Barriers confronting women in this regard included their assumption of multiple roles, as learners, mothers, daughters, partners, and professionals; the experience of role conflict between these roles and conflicting demands; the lack of available resources, such as time and finances; the "chilly climate" of the engineering discipline;

technology literate end-user, who might now be expected to make decisions relating to information technology, in a better position to do so. Topics include: (1) networking and connectivity; (2) the environment for the technology, including asbestos removal or abatement, lighting, acoustics, climate control, space, electrical connections, and security; (3) training, including general technology skills and integration of technology within the curriculum; (4) maintenance and technical support; (5) dealing with contracts, consultants, and vendors to obtain the needed technologies; (6) funding strategies; and (7) resources for further information. (SWC)

ED 398 876 IR 018 056

Lopata, Cynthia L.; McClure, Charles R.
Assessing the Academic Networked Environment. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Jul 96
NOTE- 162p.; For a related assessment manual, see ED 393 456.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Computer Networks; Computers; Computer Uses in Education; Content Analysis; Costs; *Educational Technology; Evaluation Methods; *Evaluation Problems; Focus Groups; Higher Education; Information Technology; Interviews; Site Analysis; Student Attitudes; *User Needs (Information)
IDENTIFIERS- *Academic Community; *Academic Computing; Barriers to Information; Faculty Attitudes

The provision of network access, resources, and services to members of the academic community is becoming an area of utmost interest and importance to academic administrators, faculty, and students. As the demand from network users grows rapidly, many network administrators are asking for resources to meet that demand; their requests are being met with questions about the costs, uses, and effects of networking at their institutions. In most cases, the information required to answer those questions is not available, nor are the tools with which to collect that information. This investigation attempts to characterize the current state of networking in academic institutions and to identify and develop tools and approaches to assess academic networking. Data was collected primarily through focus groups, interviews with individuals and small groups, and site visits to selected academic institutions. The primary method of data analysis was content analysis. Results of the study indicate: (1) there are multiple barriers to the assessment of academic networking; (2) there is little current assessment of academic networking; (3) there is an interest in assessment of academic networking and a need for assessment tools and techniques; and (4) among the tools and techniques desired are guidelines for conducting qualitative assessments, a set of quantitative measures, and a user survey instrument. (Contains 94 references.) (Author/SWC)

ED 398 877 IR 018 057

Ingham, Donella, Ed.
Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996).
PUB DATE- 96
NOTE- 430p.; Selected papers have been individually analyzed, see

Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Computer Assisted Instruction; Computer Software; Curriculum Development; *Educational Benefits; *Language Arts; Learner Controlled Instruction; Learning Activities; Reading Skills; Reading Strategies; *Skill Development; Student Empowerment; *Student Projects; Writing Strategies
IDENTIFIERS- Examples; Learning Environment; Technology Integration

This paper presents proven strategies and benefits of integrating technology into the language-arts curriculum and instruction. Benefits include creating a risk-free learning environment; increasing student empowerment; providing the opportunity for students to practice skills in meaningful contexts; and increasing interest in reading and writing. Simple graphics and drawing programs often can be used to introduce students to technology. Engaging software allows students to be creative, productive, and successful with a minimum of concern about the intricacies of the computer system. Learning activities can include group illustration of a fairy tale; slide show book reports; students writing and illustrating their own books and poetry; and the production of individual or class newsletters. (Contains 20 references.) (AEF)

ED 398 896 IR 018 076

Walker, Ellen; Rodger, Susan
PipeLINK: Connecting Women and Girls in the Computer Science Pipeline.
PUB DATE- 96
NOTE- 8p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996), see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Computer Networks; *Computer Science; Computer Science Education; Electronic Mail; *Females; Graduate Students; Higher Education; High Schools; High School Students; Internet; Learning Activities; Mentors; *Program Development; *Program Evaluation; Role Models; Student Attitudes; Undergraduate Students
IDENTIFIERS- Anecdotal Analysis; *Computer Related Occupations; Rensselaer Polytechnic Institute NY

The PipeLINK program seeks to attract and retain women and girls in computer science careers. Aimed at girls and women from the high school through the Ph.D. levels, the program suggests activities to aid participants at each level, connect students with role models and mentors, and provides an introduction to a wide variety of computer science topics. The participants in the program were undergraduate and graduate students, university faculty, high school students, and high school teachers. During one academic year, activities consisted of 16 high school visits; 3 high school teacher workshops; 2 high school activity days at Rensselaer Polytechnic Institute; monthly undergraduate and graduate lunch meetings; and

Copyrights; *Distance Education; *Fair Use (Copyrights); Federal Regulation; Guidelines; Higher Education; Information Dissemination; *Information Policy; *Intellectual Property; Legal Responsibility; Multimedia Materials; *Policy Formation
IDENTIFIERS- *Copyright Law 1976

The existing Copyright Act of 1976 makes it virtually impossible for distance educators to transmit audio-visual or non-dramatic, literary works to students through any medium which may be received by the general public. It is a law that perhaps unintentionally discriminates against distance learning students. Certain revisions of the law are needed to make the richness and variety of all copyrighted works available to distance learners. This paper discusses: the history of the "fair use" concept; risks of information piracy inherent in the ease by which any work may be copied and transmitted electronically: and movements in policy formation, which include the Working Group on Intellectual Property Rights proposed revisions of the Copyright Act to protect works in the digital environment. Recommendations include: (1) finalizing and adopting the proposed Multimedia Fair Use Guidelines; (2) encouraging small-scale experimentation with new fair use policy; (3) distinguishing between "dramatic" and "non-dramatic" audiovisual works; and (4) educating the education community about copyrights. (Contains 24 references.) (Author/SWC)

ED 398 914 IR 055 972

Gregory, Gwen; Brown, M. Marlo
A Structured Approach to Homepage Design.
PUB DATE- 95
NOTE- 10p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Graphics; Computer Mediated Communication; Computer Software; *Design Preferences; *Guidelines; Hypermedia; Information Processing; Internet; *Screen Design (Computers); *World Wide Web
IDENTIFIERS- Beginning Competence; *Home Pages; HTML; *Structured Programming

With no standards governing their creation, a variety of formats are being used for World Wide Web homepages. Some are well organized, present their information clearly, and work with multiple browsers. Others, however, are slow to load, function poorly with some Web browsing software, and are so badly structured that they are very difficult to read. This paper's structured programming approach offers general guidelines for creating Web sites, with an emphasis both on clarity of presentation and on taking advantage of the ease and flexibility of HTML (hypertext markup language) source code. "Structured" HTML is discussed, along with overall suggestions and general guidelines for home page design and construction. Other topics include the planning process for homepages, an overview of Web browsers, and use of graphics. (Author/SWC)

ED 398 915 IR 055 973

involvement with the Internet. The purpose of this study was to: (1) provide policymakers, researchers, and library professionals with longitudinal data that measured changes in public library Internet involvement since the first survey in 1994; (2) identify costs for public library Internet services; and (3) identify issues and inform the policy debate concerning public library roles in the electronic networked environment. This final report is divided into three sections: Introduction; Study Results; and Progress and Issues. The introduction discusses the Telecommunications Act of 1996 and the Library Services and Construction Act/Library Services and Technology Act; intellectual property and the National Information Infrastructure; and an electronic federal depository library program. The second section discusses study methodology; public library demographics; accessing the Internet; the current state of public library Internet connectivity; Internet uses and public access services; and benefits to connecting to the Internet. The third section focuses on disparities; connectivity versus services; the goal of universal service; quality of network services; the life cycle of public library Internet development; and preparation for the next survey. Appendices include the survey instrument, survey alert, and cover letter, and information about the authors. (Contains 27 references, and 45 figures that present survey data.) (Author/AEF)

ED 398 933 IR 055 991

Job, Amy G.; Schnare, MaryKay W.
Reference Work in School Library Media Centers: A Book of Case Studies. School Librarianship Series, No. 1.
PUB DATE- 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cultural Pluralism; Elementary Secondary Education; Information Services; Information Technology; Intellectual Freedom; Library Instruction; Library Material Selection; Library Role; *Library Services; Media Specialists; Multicultural Education; *Reference Services; *School Libraries
IDENTIFIERS- *Reader Advisors

This book addresses issues currently facing library media specialists. It is a collection of case studies designed for both the beginning and the experienced professional. The 48 cases cover all types of schools (elementary, middle, and high schools; public, private, or parochial in urban, suburban, and rural communities) and examine four basic aspects of reference work in today's school library media center: user instruction; information services; reader services; and the study, selection, and evaluation of reference works. Questions for discussion follow each case. The changing role of the school library media specialist and issues such as multiculturalism and new technology are emphasized. Appendices include: "Library Bill of Rights"; "School Library Bill of Rights"; "Freedom to Read"; "Freedom to View"; "Access to Resources and Services in the School Library Media Center"; "AASL Statement on Confidentiality of Library Records; "Statement on Intellectual Freedom"; a sample library media center selection policy; and a sample library media center policy for re-evaluation of their DE English courses; (2) the 1990 cohort of former TCC students at FSU were 56% female and 77% white, while for the 1992 cohort the percentages had risen to 75% female and 83% white; (3) overall, the former TCC students who had taken DE courses earned higher grades than students who had not in both English and literature courses at FSU; and (4) DE students at TCC also performed better than non-DE students in English and western civilization courses at the college. Nine tables of data are included. (TGI)

ED 398 951 JC 960 446

Windham, Patricia; And Others
Demographics: Diversity in More Forms. Student Demographics, Now and the Future.
PUB DATE- Aug 96
NOTE- 20p.; Paper presented at the Annual Conference of the Southern Association for Community College Research (25th, Panama City, FL, August 5-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; College Role; *Community Colleges; *Diversity (Institutional); *Educational Counseling; *Educationally Disadvantaged; Educational Trends; Faculty Advisers; Faculty Recruitment; School Counselors; School Demography; *Special Needs Students; Student Adjustment; *Student Characteristics; Two Year Colleges

While demographic diversity among the student body has increased substantially over the past several decades, the academic, economic, and social diversity of students will play a greater part in upcoming staffing and faculty requirements at community colleges. Data from Tallahassee Community College (TCC), in Florida, from 1980 to 1994 indicate sharp increases in enrollment by minority and disabled students, students needing at least one remedial course, financial aid recipients, first-generation students, and formerly incarcerated students. To serve these students, faculty and staff should be aware of the impact and interrelationships between these different types of diversity. At TCC, counseling services have been implemented for students with disabilities and staff training has been provided for dealing with students with emotional problems. Remedial students face the challenges of conflicting obligations such as work and family obligations, false expectations, and lack of academic, emotional, and social/cultural preparation or support. Faculty, therefore, should be more accommodating to students' obligations when problems arise, advise students and help them learn the system, and maximize communication. Finally, to accommodate the new diverse populations of students, institutions should improve advising, especially for freshman and college preparatory students; provide diversity training for faculty, staff, and students; and increase efforts to recruit qualified minority faculty. (TGI)

ED 398 952 JC 960 453

Hamilton, John
Space Utilization Analysis, Fall 1995.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English

PUB DATE- Jul 96
NOTE- 43p.; For a related report on the Illinois Articulation Initiative, see ED 390 503; for a report on the core curriculum, see JC 960 526.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; Core Curriculum; *Curriculum Development; *Degree Requirements; Degrees (Academic); Higher Education; *Intercollegiate Cooperation; *Majors (Students); Program Content; *Required Courses; State Programs; Two Year Colleges; Universities
IDENTIFIERS- *Illinois

In January 1993, the Illinois Articulation Initiative was launched to facilitate the transfer of students among Illinois colleges and universities through the development of a general education core curriculum and agreements on the courses essential for students transferring to baccalaureate majors. This report provides an overview of the development of articulation recommendations and describes agreements for specific majors. First, the process used to develop articulation agreements is described, indicating that articulation panels are formed by public university, community college, and independent college and university faculty members to determine the preparation needed to transfer into given baccalaureate majors and identify required courses. Next, the bulk of the report presents the agreements developed for the following 10 baccalaureate majors: agriculture, art and art education, business, criminal justice, early childhood education, elementary education, engineering, music and music education, psychology, and secondary education. For each major, the report lists recommended courses from the general education core curriculum; prerequisites, core courses, and elective courses in the major; and courses for various specialties in each major. The report also provides descriptions of the required, elective, and specialty courses to help institutions identify courses that match the recommendations. Lists of agreement panel members are included. (TGI)

ED 398 970 JC 960 528

Beckman, Brenda, Ed.
How To Do More with Less: Community College Innovations To Increase Efficiency and Reduce Costs.
PUB DATE- 96
NOTE- 45p.; A publication of the Alliance for Community College Innovation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; Cooperative Programs; *Cost Effectiveness; Distance Education; Educational Facilities Planning; *Educational Innovation; Educational Strategies; Educational Technology; Program Descriptions; Program Improvement; *School Effectiveness; Student Personnel Services; Two Year Colleges

Designed to help community colleges increase efficiency and make the best use of depleted funds, this monograph describes innovative and successful strategies currently in place at colleges to improve effectiveness. The innovative practices are on student and employer needs; and outlines the design of the 1996 FCS plan. The next section presents a handout on marketing to help local practitioners increase awareness of and support for FCS programs at their colleges, including information on identifying and researching target markets, developing a marketing plan, and creating partnerships and networks. This handout also provides sample state FCS logos for use in local publications. Finally, two charts are presented showing the relationship between secondary/adult home economics programs and community college FCS programs and the FCS programs offered at each of the California community colleges. (BCY)

ED 398 987 JC 960 557

Contract Training Services Strategic Business Plan.
PUB DATE- Dec 95
NOTE- 226p.; Some pages contain dark print.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Change Strategies; *College Planning; Community Colleges; *Environmental Scanning; Foreign Countries; Institutional Mission; *Marketing; *Organizational Objectives; *Program Development; Program Implementation; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Contract Training; Sir Sandford Fleming College ON

Recommending organizational structures and strategies to achieve growth in contract training services (CTS) at Ontario's (Canada) Fleming College, this report reviews external conditions and proposes effective college responses. Following an overview of results and a recommended organizational chart, the planning process is reviewed and a discussion of CTS provided to business and industry from 1992-95 is presented. Next, vision and principle statements for CTS are outlined, findings from trend and consumer analyses are presented, and CTS practices at other colleges and training providers are reviewed. The overall marketing strategy developed as a result of the analyses is then described, suggesting that CTS and part-time studies be renamed Fleming Training and Development Services and that partnerships be developed with area manufacturers. Recommendations for the organizational structure of CTS are then provided with respect to space allocation, staffing, resources, and overhead. Revenue targets are detailed, indicating that $1,025,000 has been set as the goal for the first year and $3,500,000 for the fifth year. Anticipated internal and external barriers to implementing the program and solutions to those barriers are then described. Finally, a chart of the indicators of effectiveness to be used in program evaluation and steps for implementing recommendations are provided. Appendixes include data tables detailing CTS activities from 1992-95, data and supporting materials describing future opportunities, and supporting materials regarding the analyses of trends and customer opportunities. (AJL)

ED 398 988 JC 960 558

Markanen, Susan; And Others
Learning Resource Centres at Sir Sandford Fleming College. LRC Project Team Report.
PUB DATE- Dec 95
NOTE- 130p.
LANGUAGE- English

A Manual for Training Leaders in Exploring Parenting.
PUB DATE- 78
NOTE- 61p.; Designed to be used with other DHHS publications on same subject, see PS 024 287-288.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adults; Child Development; Child Rearing; Family (Sociological Unit); Group Instruction; Leaders; Leadership Qualities; *Leadership Training; Modeling (Psychology); *Parent Education; *Parenting Skills; Parent Materials; Parent Participation; Parent Role; Role Playing; Skill Development; Trainers; Training Methods; Workshops
IDENTIFIERS- *Project Head Start; Training Needs; Train the Trainer

This manual is designed for individuals responsible for training Head Start staff and parents to lead "Exploring Parenting" groups. It focuses on the role of trainers of groups of leaders and effective training methods. Chapter 1, "Approach to Training," describes the approach to training group leaders in a nonthreatening, structured group experience in which participants become familiar with the curriculum and practice conducting activities in order to develop their own leadership style. Chapter 2, "Basic Elements of Training," describes the structure of the workshops, training content, methods used, and characteristics of effective trainers. Chapter 3, "Preparing to Train," details tasks involved in preparing to train group leaders, including organizing the training team; planning the training design; arranging facilities, equipment, and materials; and informing participants. Sample scripts for modeling particular activities and sample 6- and 3-day training schedule outlines are included. Chapter 4, "Providing Training and Technical Assistance," provides tips on methods that respect the maturity, responsibility, and capabilities of trainers and participants. Evaluation forms are included. An appendix details a 6-day training schedule. (KDFB)

ED 399 006 PS 024 287

A Leader's Guide to Exploring Parenting = Manual Del Orientador para Explorando el Arte de ser Padres.
PUB DATE- 78
NOTE- 159p.; Designed to be used with other DHHS publications on same subject, see PS 024 286-288.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adults; Brainstorming; Case Studies; Child Development; Child Rearing; Family (Sociological Unit); Group Discussion; Group Instruction; Modeling (Psychology); *Parent Education; *Parenting Skills; Parent Participation; Parent Role; *Parents; Role Playing; Skill Development; Training Methods; Workshops
IDENTIFIERS- *Project Head Start; Training Needs

This document, provided here in separate English and Spanish versions, offers guidelines for leaders implementing the "Exploring Parenting" series of workshops with Head Start parents. The guide is divided into four sections. Section 1, "Introduction," outlines the philosophy undergirding the Exploring Parenting series and describes its approach to adult

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Child Welfare; Coordination; Demography; Early Childhood Education; Educational Change; *Educational Cooperation; Family (Sociological Unit); *Family Involvement; Family Needs; Family Programs; *Family School Relationship; Integrated Services; Parent Participation; Parents; *Parent School Relationship; *Parent Teacher Cooperation; *Partnerships in Education; Program Descriptions; Young Children
IDENTIFIERS- Epstein (Jean); SouthEastern Regional Vision for Education

This document addresses the growing need for families and educators to undertake new partnerships in order to prepare children to become successful learners throughout school. Intended for pre-kindergarten through third grade educators and other school personnel interested in developing effective family involvement strategies, programs, and partnerships, this document is designed to take educators through a self-evaluation process that facilitates understanding about continuing changes in the lives of children and families. The document is divided into four sections: (1) "Family Participation in Education," discussing changing demographics in children and families; (2) "Setting the New Vision," focusing on building family and school partnerships; (3) "Successful Programs and Practices," including criteria for selection and descriptions of 12 programs; and (4) "Resources," including a sample letter to families, sample parent checklist, strategies for soliciting family input, funding resources, tips for communicating with potential funders, sample cover letter, and a list of educational organizations. Contains 61 references. (BGC)

ED 399 024 PS 024 408

Emergency Medical Services for Children: Abstracts of Active Projects FY 1996.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 185p.; For the 1995 edition, see ED 381 285.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Child Health; Children; *Emergency Programs; *Medical Services; Pediatrics; Pilot Projects; Program Descriptions; Rehabilitation; Resource Centers
IDENTIFIERS- Child Safety; *Emergency Medical Services; National Highway Traffic Safety Administration; Office of Maternal and Child Health

This publication provides abstracts of 58 active and 42 completed projects designed to improve emergency medical services for children (EMSC). The projects were funded by the United States Department of Health and Human Services' Maternal and Child Health Bureau, in collaboration with the United States Department of Transportation's National Highway Traffic Safety Administration. Issues addressed by the projects include injury prevention, children's needs in disasters, poison control services, EMS access through out-of-hospital and pre-hospital services and emergency rooms, intensive care, rehabilitation, and reintegration into the community. Abstracts of projects are divided into six sections: (1) projects to support EMS improvements; (2) the EMSC resource network; (3) state system development grants; (4) targeted issue grants; (5) research

Child Care Services and the NYS Uniform Fire Prevention and Building Code: A Building Code Examination of Child Day Care Services Which Are Regulated by the NYS Department of Social Services with Particular Attention to Day Care Centers and the Role of the Local Authority Having Jurisdiction.
PUB DATE- Aug 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Building Design; Buildings; Compliance (Legal); Day Care; *Day Care Centers; Early Childhood Education; Facility Guidelines; *Facility Requirements; *Fire Protection; Prevention; *Safety; Social Services; *State Regulation; State Standards; Structural Elements (Construction)
IDENTIFIERS- *Building Codes; New York; Regulatory Evaluation

This course manual details the Uniform Fire Prevention and Building Code of New York State and how it affects child care services, particularly day care centers. The sections of the manual, each detailing a part of the code, are: (1) Introduction, Scope, Registration, and Definitions and Facilities Regulated by the New York Department of Social Services (DSS); (2) Role of Social Services and Jurisdiction and Responsibility Summary; (3) Code Review: Day Care Center Plan Review including a review checklist and selected portions of Part 418 of Social Services Law 17, 20, 34, 390; (4) Additional Code Considerations, including requirements for sprinklers and day care center enclosures; (5) Fire Safety Inspection of an Existing Day Care Center; and (6) Conclusion/Course Evaluation, including a student survey. Each section includes a place for notes along with summaries of important aspects of the code. (BGC)

ED 399 042 PS 024 455

Neiner, Christine M.; And Others
Be a Sport! Parents in Partnership for Proficiency: Preparing for Ohio's Sixth Grade Proficiency Test for 5th and 6th Graders and Their Families.
PUB DATE- 95
NOTE- 105p.; For the guide for 3rd and 4th graders, see ED 389 392. Cover and section dividers printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Achievement Tests; *Aptitude Tests; Basic Skills; Competence; Competency Based Education; *Educational Testing; Grade 6; Intermediate Grades; Mathematics Skills; Mathematics Tests; Parent Participation; Parent Role; Parents; *Parent Student Relationship; Performance; Reading Skills; Reading Tests; Science Tests; *Student Evaluation; *Test Wiseness; Writing Skills; Writing Tests
IDENTIFIERS- Practice Tests; *Test Readiness

The Ohio sixth-grade proficiency test is intended to measure a student's literacy level and basic competency in writing, reading, mathematics, citizenship, and science. This guide is designed to help parents prepare their fifth- and sixth-grade ideals, but there is currently an enormous gap between practice and the achievement of those ideals. In turn, bridging this gap poses considerable challenges to policy makers and early childhood educators alike. (Author/WJC)

ED 399 059 PS 024 490

Seamless Child Care System: A Report to the 1996 Minnesota Legislature.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Day Care; Day Care Centers; Early Childhood Education; Financial Support; Low Income Groups; Models; Parents; *Public Policy; Social Services; *Young Children
IDENTIFIERS- Child Care Legislation; Child Care Needs; Child Care Resource Centers; Developmentally Appropriate Programs; Equal Access; Minnesota; *Seamless Funding; Self Sufficiency

This report identifies the components of a seamless child care system for low income families, with attention to consolidating funding streams, simplifying administration, and improving direct services to families. The result of a 1995 study directed by the Minnesota legislature involving meetings of parents, advocates, child care providers, county agency staff, and human services staff, this report describes the study's purpose and methodology, defines seamless child care systems and the current systems as authorized by state statutes, and discusses recommended changes. Five principles guide the development of a seamless child care system: (1) treat families equitably by providing equal access to child care assistance; (2) one simple, efficient system should administer financial assistance for child care; (3) as family income increases or circumstances change, movement to self-sufficiency should not be interrupted; (4) promote healthy, safe, and developmentally appropriate experiences for children; and (5) quality child care means quality providers and informed parents. An executive summary is included. Seven appendices present (1) the law requiring this study; (2) the study's participants; (3) a flow chart of the Child Care Assistance Program; (4) a map of Resource and Referral Agencies; (5) major child care assistance and supports available under the current system; (6) descriptions of activities of the Federal Child Care and Development Block Grants in Minnesota; and (7) a chart of the proposed Child Care Seamless System Model, comparing it to the current system and relating each policy of the proposed model to state legislation and federal requirements. (KDFB)

ED 399 060 PS 024 491

Cipriano, Jeri S.
Good Apple Homework Helper.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Childrens Writing; *Home Study; *Homework;

ED 399 077 PS 024 531

Marshall, H. M.; And Others
Enhancing Young Children's Social Competence: Enhance!/Social Competence Program (ESCP): A Field Developed Program for Children, Teachers and Parents.
PUB DATE- Jun 96
NOTE- 12p.; Poster presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Curriculum; *Early Childhood Education; Interpersonal Communication; *Interpersonal Competence; Parent Participation; Parent School Relationship; Preschool Education; Problem Solving; *Program Effectiveness; Teaching Methods; *Young Children
IDENTIFIERS- New York (Rochester); Social Problem Solving; Social Problem Solving Training Programs

This poster session report describes the Enhance!/Social Competence Program (ESCP), a program for preschoolers and kindergartners delayed in social competency and problem solving skills. ESCP is part of the Rochester Early Enhancement Program (REEP), a collaboration of agencies serving young children through prenatal education and services, home visiting programs, preschool, after-school, recreation, and summer programs. The goal of ESCP is to help preschool and kindergarten children learn basic social problem solving strategies, based on the premise that children need to use such strategies to deal effectively with everyday interpersonal problems. Three components or units make up ESCP: (1) Language Development (11 activities), emphasizing language skills and concepts; (2) Feelings Identification (15 activities), helping children label and express their feelings and increasing awareness of others' feelings; and (3) Social Thinking and Problem Solving (15 activities), focusing on problem identification, acknowledging feelings, generating multiple solutions, and choosing a solution based on understanding the consequences of one's actions. Results from the 1994-1995 evaluation indicated that four-year-old children who participated in ESCP progressed in their ability to interact with peers and teachers in a constructive manner more than their counterparts from a comparison group. Teacher reports indicated that the ESCP children were more assertive, more comfortable as leaders, participated more in class discussions, appeared to be more liked by classmates, made friends more easily, accepted classroom rules better, showed a better frustration tolerance, and had better task orientation. Contains 27 references. (KDFB)

ED 399 078 PS 024 538

Yearby-Smith, Johnny
The Opinions of School Volunteers at a Suburban High School District.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Attitudes; *High Schools; *Older Adults; Public Service; Questionnaires; *Volunteers
IDENTIFIERS- Adult Child Relationship; Illinois;

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Activism; *Agricultural Laborers; Collective Bargaining; Immigration; International Cooperation; *Labor Conditions; Labor Market; Migrant Children; *Migrant Workers; *Occupational Safety and Health; Poverty; Quality of Working Life; *Unions
IDENTIFIERS- North American Free Trade Agreement

During the 1980s, the rise of independent farm labor contractors and Republican labor policies led to a deterioration in the economic well-being of farmworkers and their families. Delays in the implementation of new safeguards under the Worker Protection Standards Act have resulted in continuing exposure to pesticides, causing such exposure to remain a major health risk for farmworkers, their families, and children. Fifty percent of farmworkers live below the poverty level and their life expectancy is 49 years, figures that are unchanged since the 1960s. The Farm Labor Organizing Committee (FLOC) is known for its vision and strategic ability to plan for the future. Its three-way bargaining strategy created annual negotiations among workers, growers, and processors. By revealing the manner in which industries use labor contracting to exploit workers, FLOC has paved the way to innovative labor organizing. FLOC recently established a U.S.-Mexico union commission to oversee negotiations in both countries. They are contacting their counterparts in other countries to fight for agreements, crop by crop and company by company. Though the international tendency toward free trade marked by NAFTA and GATT increasingly plays off workers in different countries against each other, there are signs that labor is awakening and that a new generation of leaders is thinking creatively about trans-border organizing. Strategies for individual action in support of farmworkers include writing to local newspapers, honoring boycotts, supporting the National Farm Worker Ministry, contacting legislators, and getting involved with Student Action with Farmworkers (SAF). (TD)

ED 399 095   RC 020 419

Zsiray, Stephen W., Jr.; And Others
Teaching Russian Via Distance Learning, the EdNet Experience.
PUB DATE- 13 Jul 95
NOTE- 11p.; Paper presented at the Annual Conference of Utah Rural Schools (17th, Cedar City, UT, July 13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Distance Education; *Educational Practices; Higher Education; High Schools; High School Students; *Interactive Television; Multimedia Instruction; Rural Education; *Russian; *Second Language Instruction; *Student Attitudes; Television Teachers
IDENTIFIERS- Cache County School District UT; Utah State University

In Utah, the statewide distance education network (EdNet) enables students from five rural and suburban high schools to learn Russian and earn college credits. Courses in Russian are offered through a partnership involving the Cache County School District, Utah State University, and the Utah State Office of Education. Classes are taught on one high school campus by a university approved teacher and are broadcast to four other schools via EdNet's televised interactive system. The instructor uses the Elmo multimedia delivery system, and pronounced for girls than for boys. Contains 28 data tables and figures. (Author/TD)

ED 399 112 RC 020 698

Hagan, Jacqueline Maria
Deciding To Be Legal: A Maya Community in Houston.
PUB DATE- 94
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); American Indian Culture; Community Study; Cultural Influences; Educational Attitudes; Ethnography; Females; Foreign Countries; *Immigration; *Latin Americans; Males; Migrant Workers; Parent Responsibility; Relocation; Sex Role; *Social Networks; *Undocumented Immigrants
IDENTIFIERS- Guatemala; Immigration Reform and Control Act 1986; Legal Status; *Maya (People); *Texas (Houston)

This book examines the settlement process of undocumented migrant workers through an ethnographic study of a Houston (Texas) community of Mayas from a township in Totonicapan, Guatemala. The community is traced from its genesis in 1978, when a few men left the township in search of economic opportunity, to the complex effects of the 1986 Immigration Reform and Control Act. Data were gathered through interviews and observations during the author's 3-year residence and participation in the community. The book's first section focuses on community formation in Houston: the transfer and reproduction of cultural resources associated with a common community of origin and a Maya identity; and the settlement process, including residential configuration of the community, transformation of kinship structures, recruitment networks, living arrangements, job networks, work experiences, and formation of a community church. The second section examines the social and technical processes of legalization from the Maya perspective, community changes resulting from legalization, and implications for migration theory and immigration policy formation. Major themes include the differing settlement experiences of men and women; the diverse motivations to become legalized or not; and the exceptional success of this rural, traditional, relatively unskilled population due to extensive community-based networks and strong ties to the home community in Guatemala. Individuals' attitudes toward legalization frequently were influenced by their aspirations for their children: education in the United States versus growing up in the Maya culture in Guatemala. Contains 127 references and an index. (SV)

ED 399 113 RC 020 699

New Mexico Indian Education Directory, 1996.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; American Indians; Elementary Secondary Education; Federal Programs; Higher Education; Organizations (Groups); Preschool Education; *Private Schools; *Public Schools; Scholarships; School Districts; Tribal Government; *Tribally Controlled Education; *Tribes
IDENTIFIERS- *Bureau of Indian Affairs Schools; *New Mexico;

Waterwatchers' Worry; Word Jumble; and Weaving the Web. Appendices contain directions for building sampling equipment and a list of resources. (JRH)

ED 399 129 SE 056 774

DuBay, Dennis, Ed.
The North Carolina Environmental Education Plan: April 1995.
PUB DATE- Apr 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Curriculum Design; *Educational Objectives; *Educational Planning; Educational Resources; Elementary Secondary Education; *Environmental Education; Evaluation; Higher Education; Partnerships in Education; Professional Development; *State Programs; Teacher Education
IDENTIFIERS- North Carolina

The North Carolina Environmental Education Plan evolved from the ideas and suggestions of hundreds of people across North Carolina with over 1,300 individuals, businesses, organizations, and government agencies participating in the process. The first section of this document, Principles and Concepts of Environmental Education, outlines the principles and definition of environmental education, states the overall goals, and sets the stage for the presentation of the statewide plan's objectives and implementation strategies. The second section, Objectives of Environmental Education, includes the following topics: in-service professional development, pre-service teacher education, higher education, clearinghouse, curriculum correlation, model library collection, North Carolina environmental data, measures and evaluation, environmental education centers, government agencies, funding, partnership, the media, and adult education. Also included are a list of participants, draft committee, and enabling legislation. (JRH)

ED 399 130 SE 056 806

In an Egg Shell: Egg to Chick to Egg.
PUB DATE- Mar 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biology; Elementary Education; *Embryology; Hands on Science; Learning Activities; Ornithology; *Teaching Guides
IDENTIFIERS- *Chickens; *Incubators

The goals of this program include enabling students to learn about the anatomy of an avian egg, egg formation, bird embryo development, and the process of egg incubation. This guide is designed to accompany the hands-on experience of incubation and hatching chicken eggs and is organized in three sections. The teaching materials section includes background information and directions for the student activities. Student reading sections provide information for students to enable them to understand incubation and hatching. The student activities section activities feature graphs and graph interpretation. Topics of student activities include ultrasound, producing X-rays, shadow pictures, magnetic resonance imaging, and measuring blood flow. (DDR)

ED 399 155 SE 058 725

Report on Project Kaleidoscope: 1992-1996.
SPONS. AGENCY- Camille and Henry Dreyfus Foundation, Inc.; EXXON Education Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Coalition of Education Activists, Rosendale, NY.; National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 22p.; Funding also provided by the Research Corporation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Curriculum Development; Educational Change; *Educational Facilities; Higher Education; Mathematics Education; Science Education; Science Programs; Workshops

Project Kaleidoscope began in 1989, with support from the National Science Foundation, with the goal of strengthening undergraduate science and mathematics programs across the country. Through workshops and publications it focuses on all aspects of the undergraduate environment including faculty, curriculum, facilities, and institutional issues. The workshops bring faculty with their administrative colleagues together from all sectors of higher education across disciplinary lines to explore what works in strong undergraduate programs. This report on Project Kaleidoscope includes information about the project, the institutions and people involved, important issues and activities, and future plans. (JRH)

ED 399 156 SE 058 765

Statement on the Use of Calculators and Computers for Mathematics in Australian Schools 1996.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Calculators; *Computer Uses in Education; Foreign Countries; Higher Education; *Mathematics Instruction
IDENTIFIERS- Australia

It is not necessary for students to learn about numbers and number operations before effectively using calculators; rather that such understanding and skill follows naturally from appropriate access to technology. Students using calculators and computers demonstrate improved attitudes toward mathematics, increased confidence in their problem solving abilities, are more willing to take risks, and appear more adaptable in the use of technology than their teachers. Also, the more effective lessons involving technology appear to be those in which students work cooperatively rather than individually or competitively. These findings and concerns produced the following five recommendations presented in this statement: (1) all students should have ready access to

NOTE- 442p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Curriculum; *Science Curriculum; Science History; Scientific Concepts; *Technology
IDENTIFIERS- *Project 2061 (AAAS); *Reform Efforts

Project 2061, begun in 1985, is a long-term effort of scientists and educators on behalf of all children, the purpose of which is to help transform the nation's school system so that all students become well educated in science, mathematics, and technology. Science For All Americans, the first Project 2061 publication, answered the question of what constitutes adult science literacy, recommending what all students should know and be able to do in science, mathematics, and technology by the time they graduate from high school. This document, a companion report to Science For All Americans, specifies how students should progress toward science literacy, recommending what they should know and be able to do by the end of grades 2, 5, 8, and 12. It was prepared by a cross-section of practicing educators as a tool to be used by educators in designing a curriculum that makes sense to them and meets the standards for science literacy. Each chapter contains overall comments on the ideas to be learned and, in very general terms, the kinds of student experience that would foster learning; a summary of research findings relevant to how students think and learn about ideas in that section; related ideas in other chapters; commentary on common difficulties in learning the ideas, on pacing over grade levels, and on clarification of the ideas themselves; and grade-span comments that clarify what knowing the idea entails and sketch what student experiences might include and what difficulties students might have. Chapters include: (1) "The Nature of Science"; (2) "The Nature of Mathematics"; (3) "The Nature of Technology"; (4) "The Physical Setting"; (5) "The Living Environment"; (6) "The Human Organism"; (7) "Human Society"; (8) "The Designed World"; (9) "The Mathematical World"; (10) "Historical Perspectives"; (11) "Common Themes"; and (12) "Habits of Mind." Background Information Chapters include: (13) "The Origin of Benchmarks"; (14) "Issues and Language"; (15) "The Research Base"; and (16) "Beyond Benchmarks." (JRH)

ED 399 181 SE 058 906

Pittman, Kim M.
Cells Are Similar to Factories: Analogies in Science.
PUB DATE- May 96
NOTE- 235p.; Doctoral Dissertation, National-Louis University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Strategies; *Science Education; Secondary Education; *Teaching Methods
IDENTIFIERS- *Analogies

Science educators face the challenge of a massive reform movement which calls for a re-examination and revitalization of science curriculum and pedagogy. The purpose of this research was to illuminate the phenomenon of analogy use in science classrooms by exploring the process and influence of analogies.
Qualitative and quantitative techniques were used to study the use and effectiveness of teacher-generated analogies, student-generated analogies, and traditional instruction. Participants

ED 399 203 SO 026 768

Boston, Jane; Commins, Stephen
Why Is There Hunger in Africa? Nature Pleads "Not Guilty." A Curriculum Unit for Science and Social Studies Grades 7-12.
PUB DATE- 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African History; *African Studies; Area Studies; Developing Nations; Development; Foreign Countries; Global Education; *Hunger; International Cooperation; International Relations; Multicultural Education; *Poverty; Secondary Education; Social Studies; *World History; *World Problems
IDENTIFIERS- *Africa

This unit uses six activities to examine questions of world hunger as seen in an African context and the related policy issues. Each activity allows students to explore a case study demonstrating a factor that affects hunger and grapple with some of the challenges facing policymakers today. Students should come to understand the nature of hunger, its distribution in the world, and the complex factors creating conditions for hunger. The lessons include: (1) "How Does Conflict Affect Hunger?"; (2) "Hunger and Local Communities"; (3) "Hunger and Government Policies"; (4) "What Is the Relationship between the Natural Environment and Hunger?"; (5) "How Do Population Growth and Hunger Relate?"; (6) "How Do Foreign Aid and Structural Adjustment Policies Affect Hunger?"; and (7) "The Web of Hunger." A 24-item list of references conclude the document. (EH)

ED 399 204 SO 026 775

Mukai, Gary; And Others
Feeding a Hungry World: Focus on Rice in Asia and the Pacific.
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 95
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Developing Nations; Development; Foreign Countries; Global Education; *Hunger; International Cooperation; International Relations; Multicultural Education; *Poverty; Secondary Education; Social Studies; *World History; *World Problems
IDENTIFIERS- Asia; Bangladesh; China; Indonesia; Japan; Philippines; *Rice; Thailand

This unit introduces students to the diversity of rice culture and rice-based farming systems in Asia and the Pacific. Students examine issues related to the needs of the future global population. Six rice-producing countries are under study: Bangladesh, China, Indonesia, Japan, Philippines, and Thailand. The lessons include: (1) "Rice in Asia and the Pacific"; (2) "The Historical and Cultural Importance of Rice"; (3) "Population Growth and Rice"; (4) "Technology and Rice"; (5) "Biodiversity in Rice Production"; (6) "Rice Policy and the Stages of Agricultural Development"; and (7) "International Rice Summit." The document concludes with a letter to the discussed. (Contains 25 references.) (IAH)

ED 399 224 SP 036 829

Abrams, Julie M.; And Others
Working Together To Change the Rape and Violence Culture.
PUB DATE- May 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American College Health Association (74th, Orlando, FL, May 29-June 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Attitude Change; College Environment; College Students; Cooperation; Higher Education; *Interpersonal Communication; *Peer Relationship; *Rape; Sexual Abuse; Sexual Harassment; Social Change; *Social Environment; Student Behavior; *Violence
IDENTIFIERS- Louisiana State University; Sexual Relationships; *Sexual Violence; University of Florida

This publication is a collection of 20 supporting documents for a conference program, "Working Together To Change the Rape and Violence Culture." Contents include: (1) "Presenter Contact Information"; (2) "Characteristics of Rape-Prone versus Rape-Free Cultures"; (3) "Dater's Bill of Rights"; (4) "Quotes for Discussion"; (5) "University of Florida's Center for Sexual Assault/Abuse Recovery and Education (C.A.R.E.) Peer Education Program"; (6) "C.A.R.E. Peer Education Program Committees"; (7) "C.A.R.E. Peer Education Program Training Model"; (8) "C.A.R.E. Peer Education Program Information Session"; (8) "The Cooperative Contract"; (9) "C.A.R.E. Peer Education Program in Action"; (10) "Anonymous Survey Exercise"; (11) "Lines of Communication Exercise"; (12) "Recipe for a Positive, Healthy Sexual Relationship"; (13) "'Men Against Violence' at LSU (Louisiana State University): History and Mission"; (14) "'Men Against Violence' at LSU: Constitution"; (15) "Beginning a 'Men Against Violence' Chapter on Your Campus"; (16) "'Men Against Violence' at LSU: Lessons Learned from the Field"; (17) "Timeline: Forming a 'Men Against Violence' Chapter"; (18) "'Men Against Violence' at LSU: Spring 1996 Training Retreat Schedule"; (19) "'Men Against Violence' at LSU: Fall 1995 Semester Report"; (20) "'Men Against Violence' at LSU: Spring 1996 Semester Report." (ND)

ED 399 225 SP 036 830

Hong, Annann; Hong, Luoluo
Health Education: Addressing the Asian-American Student.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American College Health Association (73rd, Chicago, IL, May 25-27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Cultural Literacy; Elementary Secondary Education; Ethnic Groups; *Health Education; *Health Promotion; Health Services; Higher Education; Minority Groups; Nutrition Instruction; Prevention; *Racial Bias
IDENTIFIERS- *Asian American Students; *Health Status

This paper examines the health status of Asian Americans. In introductory sections, the paper looks at: patterns of Asian immigration, myths surrounding Asian Americans as a "model discourse in Finland since the 1860s is analyzed, as well as the recent development of department-level curricula for classroom teacher education at six Finnish universities in the 1980s and 1990s. Teacher professionalism in relation to the interests and professionalism of teacher educators is explored, as well as the theory of "social closure," in which professional status results from a group seeking to achieve monopoly in its field of activity and exclude other competing groups from the market. The results of the analysis suggests that while pursuit of a coherent picture of school teaching and learning requires involvement with other disciplines, the professionalism drift of teacher educators toward recognition of didactics as a distinct field works against this involvement. While pursuing justification of their existence as an academic field, teacher educators are excluding competing disciplines and constructing a social closure and a closed market ruled by their monopoly in the field. (Contains 72 references.) (ND)

ED 399 244   SP 036 898

Morris, June
Sextalk for Parents of Young Children.
PUB DATE- 96
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Children; Early Adolescents; Elementary Education; Family Life Education; Foreign Countries; Instructional Materials; *Parent Child Relationship; *Parents as Teachers; Preschool Education; Puberty; *Sex Education; Sexual Abuse; *Sexuality; *Values Education
IDENTIFIERS- Australia

Each chapter of this book contains a short story related to sex education, followed by comments on issues suggested by the story, and questions often asked by parents and children, with possible answers. An index of questions is also included at the end of the book to enable the reader to find particular information. Although the pictures and diagrams can be shown to children, they are intended primarily for adults. The guide is designed for parents from the time their children are very young, up to and including puberty. It is not a complete manual on all topics related to sex, but rather an aid to sexual communication within the family. The chapters of the book are: (1) Parents! We Are the Educators; (2) Where Do We Start? The Preschool Years; (3) Giggles, Games and Four-Letter Words: Early School Days; (4) Must I Have Periods? Girls and Puberty; (5) Am I Normal? Boys and Puberty; (5) What's A Condom? Preparing for High School; and (7) Not in Our Family! Sexual Abuse of Children. Contains a list of Family Planning Centers in Australia. (MAH)

ED 399 245   SP 036 899

Moller, Jorunn
Educating Reflective Principals in a Context of Restructuring.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

county. The mapping feature allows users to view maps of all individual districts. A "Top 100" database provides a compact file of key components, and a CD-ROM slide show provides an overview of the Data Book project. This reference manual contains an overview of the project and the files, examples of use of the Data Book information, and explanations of how to access the various files. Sixty-four screens are reproduced to help users locate files of interest. Eight appendixes provide detailed and supplemental information. (SLD)

ED 399 264 TM 022 897

Academic Science and Engineering: R&D Expenditures, Fiscal Year 1992. Detailed Statistical Tables.
PUB DATE- 94
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Colleges; *Engineering; *Expenditures; Financial Support; *Government Role; *Higher Education; Public Agencies; *Research and Development; Research and Development Centers; Research Projects; *Sciences; Surveys; Tables (Data)
IDENTIFIERS- National Science Foundation

The data in this report were compiled from the National Science Foundation's (NSF's) fiscal year 1992 Survey of Scientific and Engineering Expenditures at Universities and Colleges. They refer to science and engineering (S & E) expenditures for separately budgeted research and development, which include all funds expended for activities organized to produce research outcomes and commissioned by an agency external to the institution or separately budgeted by an agency within the institution. Data were collected from 456 institutions of higher education in the United States and outlying areas, for a 98.9% response rate. The survey also includes 19 federally funded research and development centers. Tables present data by type of institution, highest degree granted, science or engineering field, and by source of funds. Seven general tables in Section A and 74 detailed tables in Section B present survey findings. Section C contains information from the federally funded research and development centers, and section D contains the survey instrument. (SLD)

ED 399 265 TM 025 094

Moss, Gary
The Effects of Coaching on the ACT Scores of African-American Students.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Black Students; College Bound Students; *College Entrance Examinations; *Scores; *Test Coaching; Test Results; Test Wiseness; *Tutoring
IDENTIFIERS- *ACT Assessment; *African Americans

Interest in the effectiveness of test coaching has prompted many studies, almost all of which have been directed toward coaching's effect on results of the Scholastic Assessment Test

Hall, John; And Others
Local Charters from Further and Higher Education Institutions. A Survey of Practice.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- Jun 96
NOTE- 38p.; For a related document, see ED 390 370.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Environment; *Educational Objectives; Focus Groups; Foreign Countries; Higher Education; *Institutional Characteristics; *Institutional Mission; Mission Statements; School Community Relationship; *School Surveys; *Student Reaction; Student Responsibility; Student Rights; Summative Evaluation
IDENTIFIERS- *Institutional Charters; *Scotland

A study of institutions of further education (FE) and higher education (HE) in Scotland evaluated the content and presentation of their current charters; assessed the reactions of students, employers and members of local communities to varying examples of local charters; identified the steps that institutions have taken to monitor the impact of their institutional charter and to review its style and content. The study surveyed 59 FE and HE institutions, made a content analysis of institutional charters, and conducted focus groups consisting of students, local community users, and employers who assessed examples of local charters. Findings indicated that there were differences of opinion about the value that a charter document can add to existing practices and procedures. Charters varied greatly in terms of their detailed contents, but many charters contained the same basic elements: a statement of what users can expect from the institution, what the institution expects of the user, and information about how a user should make a complaint. Focus groups indicated that the institution should be clear about the object of the charter; the charter should list the rights and responsibilities of students and information relating to the charter principles; and the charter should have a colorful and careful design and good organization. (CK)

ED 398 820 HE 029 431

Kentucky Higher Education Accountability Report. 1995. Annual Accountability Report Series of Kentucky Higher Education.
PUB DATE- Dec 95
NOTE- 72p.; For the strategic plan for Kentucky higher education, see HE 029 432.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Annual Reports; *Change Strategies; College Faculty; College Outcomes Assessment; College Students; Degrees (Academic); *Economic Factors; *Educational Objectives; Educational Planning; Equal Education; Higher Education; *Program Evaluation; *Quality Control; Role Playing; School Surveys; Strategic Planning
IDENTIFIERS- *Kentucky

This document uses extensive tables, graphs, and narrative to report on the status of Kentucky higher education, and was undertaken to establish a broad-based system for evaluating and rewarding success. The seven goals of the strategic plan adopted by the Council on Higher Education (CHE) addressed: (1)

This document is intended to present, in tables and graphs, a diversity of information on Washington State, its people, economy, and government. The information was obtained from state and federal agencies and from private businesses. The data are organized into 11 major chapters which cover the following topics (sample subtopics in parentheses): (1) population (population by age, sex, and racial categories and the federal census population from 1880 to the present; (2) economy (personal income, inflation indicators, and labor market indicators); (3) state government finance (state government organization and state employment); (4) human services (community social services, health care facilities, and veterans); (5) criminal justice (crimes and arrests and juvenile); (6) education (public and private K-12 schools, four-year universities, community and technical colleges, and vocational-technical institutes); (7) natural resources (forest products, state lands, and agriculture); (8) environment (state and federal parks, hunting, and fishing); (9) energy (energy consumption and fuel prices); (10) transportation (vehicles and drivers, airport traffic, and transit system); and (11) local government and special districts (county profiles, revenues and expenditures, and cities and towns). A listing of the agencies contributing data is also provided. (Contains an index.) (DB)

ED 398 840 HE 029 461

Mulvey, Patrick J.; Dodge, Elizabeth
Bachelor's Degree Recipients Report 1995. AIP Report.
PUB DATE- Aug 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; *Bachelors Degrees; College Graduates; Credentials; Employment Opportunities; Graduate Study; *Higher Education; *Physics; Surveys; Trend Analysis

This document reports on a 1995 survey of students graduating with a bachelor's degree in physics or astronomy as part of an ongoing series of surveys that have been conducted by the American Institute of Physics (AIP) since the 1960s. The data obtained on the 1995 class build upon established trends in students' immediate postbaccalaureate plans and student characteristics. The information in this report is supplemented with departmental data gathered in AIP's Enrollments and Degrees Survey. Highlights of the report include the following: the total number of physics bachelor's degrees produced each year continued to decline; 40 percent of the physics bachelors took longer than 4 years to obtain their degree; employment prospects showed improvement for the class of 1995; and the median starting salary for physics bachelors in the class of 1995 was $29,800, up from prior years. Postbaccalaureate plans for physics majors continued to shift, with fewer opting for graduate study in physics and more entering directly into the job market. There were 205 astronomy bachelor degrees conferred during the 1994-95 academic year. Information on postbaccalaureate plans for astronomy graduates is presented. (Contains four tables and seven figures) (KG).

ED 398 841 HE 029 462

Zebala, John A.; And Others
Medical School Admissions: The Insider's Guide. 4th Revised Edition.

and the devaluation of women's relational orientation prevalent in the engineering classroom. The strategic goals of women in engineering to dismantle these barriers are discussed in the context of the SPAR (Services, Programs, Advocacy, and Research) Model for program implementation. A number of theoretical models of student development, involvement, and retention are also briefly discussed as appropriate for designing and implementing programs and initiatives that are responsive to women's needs. (Contains 15 references.) (CK)

ED 398 859 IR 017 916

Ohio SchoolNet Initiatives: School Readiness for Computers and Networks.
PUB DATE- Jun 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Facility Requirements; Institutional Characteristics; *Readiness; Strategic Planning; *Technological Advancement
IDENTIFIERS- Barriers to Implementation; Computer Use; Connectivity; *Ohio; *SchoolNet

This report is the second in a series of Legislative Office of Education Oversight (LOEO) reports focusing on the SchoolNet initiatives. It examines the readiness of Ohio's schools to use the computers and network wiring provided by SchoolNet and SchoolNet Plus. The document is divided into five sections: (1) Introduction; (2) School Readiness for Computers and Networks; (3) Challenges Schools Face as They Prepare To Use Computers and Networks; (4) Strengths of Schools as They Prepare for Computers and Networks; and (5) Conclusions and LOEO Commentary. The LOEO used national literature and data collected during 40 telephone interviews and 12 school visits to identify the strengths schools have, as well as the challenges they face, in preparing for technology. LOEO mailed a questionnaire to a teacher or principal in 500 randomly selected schools. Approximately half (48 percent) of the schools in this sample are ready to use computers and networks and approximately half (52 percent) are not ready. In general, 36 percent of city schools, 44 percent of rural schools, and 65 percent of suburban schools are prepared to use computers and networks. Findings include: approximately 90 percent of the schools not meeting the LOEO criteria for readiness need increased electrical service; for 27 percent of the schools no one is available to repair computer hardware, software, or network equipment; only 7 percent have someone serving their school fulltime; approximately 93 percent of the survey respondents report that teachers want computers for student use; 98 percent of respondents report principals strongly support computers for student use; and 96 percent report strong support by district-level administration. Community support is slightly less--80 percent report a high level of community support. Appendixes include: LOEO telephone interview questions; LOEO criteria for determining readiness; Ohio Department of Education socioeconomic comparison groups; and a sample LOEO questionnaire. (Contains 32 references.) (AEF)

ED 398 860 IR 017 929

IR 018 058-076. For the 1995 proceedings, see ED 392 414.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; English (Second Language); Higher Education; *Instructional Design; *Internet; Libraries; Local Area Networks; Minority Groups; *Multimedia Materials; Partnerships in Education; Sex Stereotypes; Special Needs Students; *Teacher Education; Teaching Methods; World Wide Web
IDENTIFIERS- Asynchronous Transfer Mode; Virtual Classrooms

These conference proceedings address the current trends, practices, and research in the field of educational technology. Papers and project descriptions are included on the following topics: the use of technology to encourage learning of special needs students; distance education; integrating technology into the curriculum; technology in libraries; computer science education; interactive study strategies; women and minorities in the sciences; setting up and running a classroom World Wide Web server; access to the Internet by the economically disadvantaged; bilingual, multicultural, and English as a Second Language (ESL) education; electronic publishing in education; electronic foreign language education; instructional design; successful World Wide Web searching; using interactive videodiscs to teach math; virtual reality; instructional computing courses; building a computer graphics lab; monetary constraints; university-school partnerships; desktop design; networking courses; programming; teacher training; multimedia; software and hardware adaptations for handicapped individuals; telecommunications; student mentoring; research methods and skills; promoting the use of technology; community partnerships; CD-ROM technology; virtual classrooms; local area networks; asynchronous transfer mode; telecomputing; teacher education; cognitive style and achievement; government information on the Internet; educational standards; online discussion groups; and gender, racial, and cultural issues. Listings include conference, program, and steering committee members; the board of directors; future NECCs; and a description of the 1995-1996 NECA member societies. Author, affiliation, and key word indexes are also included. (SWC)

ED 398 878   IR 018 058

Allan, V. H.; Kolesar, M. V.
Teaching Computer Science: A Problem Solving Approach that Works.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Algorithms; *Computer Science Education; *Course Content; Higher Education; *Instructional Effectiveness; *Introductory Courses; Problem Solving; Programming; Spreadsheets; Teaching Methods
IDENTIFIERS- Internal Representation; *Preparatory Studies; Propositional Logic; Utah State University

The typical introductory programming course is not an appropriate first computer science course for many students. Initial participation in an electronic mentoring network, consisting of bulletin boards, chat groups, and e-mail. During the summer of 1995, 2 programs were held at Rensselaer: a 10-week undergraduate research program, and a 2-week high school program. The evaluation of the program was conducted through questionnaires. Most of the undergraduate and graduate students who participated in the PipeLINK activities are still students, so it is too early to determine whether the program is achieving its goal of retaining women in computer science. However, anecdotal evidence shows some participants planning to become visible female role models for future computer scientists. For the high school participants, responses were positive and indicated that the most popular aspects of the electronic mentoring network were e-mail and Internet. (AEF)

ED 398 897 IR 018 078

Jones, Margie; Liu, Min
Introducing Interactive Multimedia to Young Children: A Case Study of How Two-Year-Olds Interact with the Technology.
PUB DATE- Mar 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability; *Age; *Appropriate Technology; *Case Studies; Child Development; Computers; Computer Software; Interaction; *Multimedia Materials; Prior Learning; Relevance (Education); *Toddlers
IDENTIFIERS- *Age Appropriateness; *Interactive Systems; Meaningful Learning; Role of Technology

Interactive multimedia programs have found their way into the hands of young children. This case study attempts to determine how two year old children interact with interactive multimedia technology, and addresses the following questions: is it appropriate to include the interactive multimedia technology in the same context as other objects like sand, books, water, toys, and television for children as young as two years old?; can two year old children use interactive multimedia programs?; and, how young is too young for children to be introduced to the technology? An interactive multimedia program was developed for this purpose and used with children two years of age. The results showed that children two to three years of age can engage in computer interactions. It appears, however, that purposeful and meaningful interactions may not begin until the child is approximately two and a half years old. Prior knowledge has a strong role in a very young child's computer experience. Human interaction is shown to be vital to help these young children understand the computer environment. The keyboard seems to be the most appropriate input device for two to three year old children. (Contains 32 references.) (Author/SWC)

ED 398 898 IR 018 079

Pietras, Jesse John
Connecticut's Evolving Interactive Distance Learning Network in the Cable and Telecommunications Industries.
PUB DATE- Sep 96
NOTE- 38p.; Paper presented at the National Regulatory Research Institute/Biennial Regulatory Information Conference (Columbus, OH, September 9-11, 1996).
LANGUAGE- English

Barkley, Daniel; Shane, Jackie

Access is Ownership: The People Become the Public Printer.

PUB DATE- 95

NOTE- 15p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; *Depository Libraries; Electronic Publishing; *Freedom of Information; *Government Publications; *Information Dissemination; *Information Policy; Information Retrieval; Information Storage; Internet; Legal Responsibility; Privatization; Public Libraries; *State Programs; User Needs (Information)

IDENTIFIERS- Equal Access; Government Information; Government Printing Office; National Information Infrastructure; New Mexico; Public Access

This paper discusses the development of the Federal Depository Library Program (FDLP) and the increasing trend among federal agencies to reduce printed output and distribute information in electronic form--on floppy disks, CD ROMs, and, since the development of the National Information Infrastructure (NII), the Internet. Many libraries do not have the necessary combination of hardware, software, and requisite experience to enable users to access the electronic documents. In addition, many users do not possess the technical skills to utilize the information fully. If access is ownership, then information access must be ubiquitous. Depository libraries must continue to provide reliable, free, unrestricted access to all public documents regardless of the medium or location. They need to address the questions of who bears the responsibility of storage and archiving and whether the privatization of information access is feasible. Relevant developments in the state of New Mexico include four Internet access projects: New Mexico Technet, the Crown Point Project, La Plaza Telecommunity, and ZiaNet. (Contains 24 references.) (SWC/BEW)

ED 398 916 IR 055 974

Smith, Sharon; Comstock, Dan

Teaching Internet Use to Adult Learners: The LANL Experience.

PUB DATE- 95

NOTE- 9p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Learning; Computer Attitudes; Computer Literacy; *Corporate Education; Costs; Information Sources; Instructional Design; *Internet; Introductory Courses; Research Libraries; Search Strategies; *Teaching Methods; Technological Advancement; *Training Methods; User Needs (Information); World Wide Web

IDENTIFIERS- Gopher; *Los Alamos National Laboratory NM

The Research Library at Los Alamos National Laboratory (LANL) has selected materials. (Author/AEF)

ED 398 934 IR 055 993

Bunting, Alison, Ed.; Allegri, Francesca, Ed.
Educational Services in Health Sciences Libraries. Current Practice in Health Sciences Librarianship Series, Volume 2.
PUB DATE- 95
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Document Delivery; Ethics; *Information Retrieval; Information Seeking; Information Technology; Information Utilization; *Instructional Materials; Librarians; *Library Instruction; Library Materials; *Medical Libraries; Medical Research; *Program Evaluation; User Needs (Information)
IDENTIFIERS- *Health Information; Listservs

This book, Volume 2 in an eight-volume series on "Current Practice in Health Sciences Librarianship," is an introduction, overview, and state-of-the-art depiction of educational services in health sciences libraries. This book is not intended as a detailed, step-by-step guide to planning and implementing educational programs. The volume deals with the who, what, when, where, and why of educating library users. In health sciences libraries, where issues of life, death, and human well-being are everyday concerns, educating users in information-seeking skills complements the provision of document delivery, reference, and other skills. The book contains the following articles: (1) "The Context and Ethics of Teaching" (Abigail Hubbard); (2) "Teaching and Learning" (Abigail Hubbard); (3) "Educational Programs and Materials" (Melanie L. Wilson; Mary Joan Tooey); (4) "Administration of Educational Services" (Elizabeth H. Wood); and (5) "Evaluation and Future Trends" (Karla Hahn et al.). Appendices include: a selected list of organizations offering help with presentation techniques; sources of instructional materials; and a bibliography of electronic discussion lists. An alphabetical subject index and brief author biographies are provided. (Author/SWC)

ED 398 935 IR 055 994

Drew, Sally
Report of the Interlibrary Loan Task Force. Bulletin No. 96298.
PUB DATE- Jan 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Costs; *Interlibrary Loans; *Library Cooperation; Library Education; Library Expenditures; Library Funding; Library Instruction; *Library Networks; *Library Services; Online Searching; Program Effectiveness; Reference Materials; Reference Services; Search Strategies; *Shared Library Resources; User Needs (Information)
IDENTIFIERS- Multitype Library Cooperation; Task Force Approach; *Wisconsin; Wisconsin Department of Public Instruction

Wisconsin's Interlibrary Library Loan Task Force was created in 1994 to identify and discuss effective patterns and methods of sharing resources among libraries of all types in Wisconsin and

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classrooms; *College Planning; Community Colleges; Educational Facilities; *Educational Facilities Planning; Enrollment; *Enrollment Projections; Facility Utilization Research; *Scheduling; *School Space; *Space Utilization; Two Year Colleges
IDENTIFIERS- *Gainesville College GA

In an effort to inform space allocation decisions, Gainesville College (GC) in Georgia, undertook a project to analyze classroom usage for fall 1995 and make projections to the year 2000 based on annual enrollment increases of 3%. Factors potentially affecting the use of space were determined to include the following: (1) conversion to the semester system, which would result in gains in classroom space since two three-credit hour courses can be held in a classroom on each day of the week; (2) increasing the number of course offerings during GC's Activity Period, a morning session used for campus-wide events; (3) construction of a chemistry wing; and (4) potential increases in average class size. An analysis conducted of classroom use in six GC buildings indicated that the Science and Technology and Humanities and Social Sciences buildings were at maximum capacity in fall 1995, while there were no apparent usage problems for the Mathematics, Foreign Language, and Business building; Music and Art building; gymnasium; or Performing Arts building. Finally, with respect to enrollment projections, its was determine that given GC's current space, the maximum number of additional students that the college could handle is 300 and that this limit would be reached by the year 2000. A memorandum regarding the effects of converting to the semester system is appended. (TGI)

ED 398 953 JC 960 454

Hamilton, John
ACT Entering Student Survey: Fall 1986, 1989, 1991, and 1995.
PUB DATE- Jan 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Finance; National Surveys; *Paying for College; *Sociocultural Patterns; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- American Freshmen Survey; Gainesville College GA

Every 4 years, Gainesville College, in Georgia, conducts a survey of entering students to determine their demographic characteristics and reasons for enrolling. In fall 1995, 275 first-time freshmen students were surveyed, representing 55% of the total number of first-time freshmen, while the results were compared to findings from the Higher Education Research Institute's American Freshmen Survey (AFS) for fall 1995. Study findings, based on responses from 65% of the freshmen students (n=179), included the following: (1) 86% were 21 years old or under, 62% were female, and 95% were white; (2) 55% expected to live in their parents' home, while 20% expected to live in their own home; (3) almost 90% indicated they would be enrolled on a full-time basis; (4) parents or relatives was the most commonly cited source of funding, cited by 33%; (5) 49% felt that they were fair, poor, or very poor at communicating orally, another 49% felt the same about their mathematical skills, as did 39% about their ability to communicate in organized into five broad categories approximating a "typical" community college's distribution of responsibilities, including 8 strategies related to business operations and facilities; 24 focusing on curriculum and instruction; 15 related to networks, technology training, and distance education; 5 in the area of planning and budgeting; and 11 concerned with student services. For each strategy, a brief description is provided, along with a discussion of the benefits accrued by the college and a college contact person. Sample strategies include the following: (1) a joint-use library constructed by Colorado's Front Range Community College and the cities of Westminster and Fort Collins; (2) a part-time practical nursing program established at Indiana's Ivy Tech State College to provide access to working nursing students and increase enrollment; (3) a dental hygiene program at Wisconsin's Northcentral Technical College employing interactive television and sharing resources among dental associations and other colleges; (4) an effort at Illinois' Parkland College to link strategic goals to the budget; and (5) a computerized assessment tool used by counselors at Central Florida Community College to reduce time spent searching for student records and progress reports. An index of colleges is included. (HAA)

ED 398 971 JC 960 529

Cohen, Arthur M.; Brawer, Florence B.
The President's Pet: Transfer-Related Activities and Attitudes at Cerritos College.
PUB DATE- 20 Aug 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College Transfer Students; Community Colleges; Comparative Analysis; Mentors; Program Improvement; School Effectiveness; School Surveys; *Student Attitudes; *Teacher Attitudes; *Transfer Programs; Two Year Colleges
IDENTIFIERS- Center for the Study of Community Colleges CA; Cerritos College CA; *Transfer Rates (College); *Transfer Studies

The Center for the Study for Community Colleges has examined community colleges in terms of the transfer function for over two decades, initiating the Transfer Assembly project in 1989 to collect hard, comparative data on transfer outcomes. In fall 1995, California's Cerritos College approached the Center for assistance in increasing its transfer rate, seeking new approaches in conjunction with its President's Emphasis on Transfer (PET) project. As a result, the Center developed a 1-year project to shed light on transfer at the college from the perspective of students, faculty, and administrators. In the project, the Center proposed tasks to be conducted by Cerritos in the areas of administration, instruction, student services, and research activities, and worked to develop a mentoring project with former Cerritos students who had transferred to four-year institutions. In addition, college administrators were interviewed and faculty and students were surveyed to ascertain their attitudes toward transfer, with findings compared to data from previous Center studies examining characteristics associated with high and low transfer rates. The surveys found that student responses at Cerritos mirrored responses from students at high transfer rate colleges, while faculty and administrators were more like their counterparts in

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Building Plans; *College Planning; Community Colleges; Cooperative Learning; Distance Education; Foreign Countries; Institutional Mission; *Learning Resources Centers; *Organizational Objectives; Program Design; Program Development; Program Implementation; Program Proposals; Two Year Colleges
IDENTIFIERS- Sir Sandford Fleming College ON

Developed by the Learning Resource Centres (LRC) Project Team at Sir Sanford Fleming College, in Ontario, Canada, this report presents a model for establishing LRCs at the college. The first section reviews the need for LRCs, including the provision of lifelong learning and expected funding decreases for traditional operations. The next sections describe the purposes of an LRC and review key principles and assumptions guiding the development of the LRC model. The next five sections detail the model LRC, each section highlighting one of the following five components: access services; a center for instructional design and development, providing support for curriculum development; a learning commons, or open computing facility; distance delivery; and technological support for traditional delivery methods. The next sections describe an implementation schedule for the five components and a vision for the future of LRCs, including an implementation timeline from January 1996 to January 1998 and floor plans from existing LRCs. The next section highlights the benefits that administrators, faculty, and staff would obtain from an LRC, while the following section describes the organizational structure of the model LRC. The final sections review the model LRC's role in maintaining college partnerships and strategies for marketing and evaluation. Contains 20 references. Appendixes provide a glossary, results from a campus needs assessment, lists of LRC Task Force and Advisory Committee members, reports from site visits to LRCs at 12 colleges, and a 77-item bibliography. (AJL)

ED 398 989 JC 960 559

Centres of Specialization & Program Suspensions/Modifications. Final Recommendations and Proposed Centres of Specialization & Other Academic Initiatives.
PUB DATE- 9 Jan 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; *Feedback; Foreign Countries; Organizational Objectives; *Participative Decision Making; Program Development; *Program Implementation; Program Proposals; Program Termination; *School Organization; *Specialization; Two Year Colleges
IDENTIFIERS- Sir Sandford Fleming College ON

In November 1995, Sir Sandford Fleming College, in Ontario, Canada, developed a proposal to establish centers of specialization, or clusters of related curricula or programs that are unique in a region, and to suspend or curtail existing programs due to funding shortages. Feedback was requested from the college community, with college-wide staff meetings at five locations, academic forums, and department and school meetings being held. Based on responses, the following recommendations were developed: (1) that the proposed rationale for and education, including group discussions, case studies, behavior analysis, role playing, brainstorming, and skills practice. Section 2, "The Exploring Parenting Program," outlines the components of the program, details the program's goals, and provides an overview of the 20 thematic sessions and materials. Section 3, "Leading Exploring Parenting Sessions," describes the leader's role, suggests preparation methods, shows how to use the individual session plans and the parent materials, gives specific instructions on how to implement each of the training methods, and provides suggestions regarding evaluation and external resources. the last section includes transcripts of 10 films available with the Exploring Parenting materials and a record transcript "A Case of Family Stress," used to facilitate group discussion. (KDFB)

ED 399 007 PS 024 288

Exploring Parenting: Information Sheets for Parents = Explorando El Arte de Ser Padres: Hojas informativas para los padres.
PUB DATE- 78
NOTE- 154p.; Designed to be used with other DHHS publications on same subject, see PS 024 286-287.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Rearing; Early Childhood Education; Family (Sociological Unit); Journal Writing; Learning Activities; *Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Materials; Parent Participation; Parent Role; *Parents; Play; Resource Materials; Role Playing; Stress Management; Young Children
IDENTIFIERS- Project Head Start

This document, provided here in separate English and Spanish versions, is a collection of informational and instructional sheets for parents of young children, divided into 20 thematic sections. Each of the sections includes information on the topic area, some learning activities, and questions for discussion. The sessions are: (1) "Getting Involved in Your Child's World," focusing on keeping a journal, understanding differences between childhood and adulthood, and the importance of getting involved; (2) "Responding to Your Child," including brainstorming techniques; (3) "Dealing with Problems," using techniques such as role-playing and sending messages; (4) "Looking At What You Do"; (5) "What Is Development?"; (6) "Understanding Special Needs"; (7) "Child's Play"; (8) "Children's Art"; (9) "Learning More about the Artist," focusing on why children's drawing styles differ, including temperament and experience; (10) "Coping with Fear"; (11) "Dealing with Anger"; (12) "Living with Dependence and Love"; (13) "Exploring Your Values"; (14) "What About Discipline?"; (15) "Your Family and Others"; (16) "Single Parenting," including statistics; (17) "How Do You Cope?"; (18) "When You're Under Stress"; (19) "Keeping Children Safe," including the relationship between stress and accidents--includes a table on accident prevention; and (20) "Beyond the Front Door," including how to deal with discrimination. (BGC)

ED 399 008 PS 024 290

Responding to Children under Stress: A Skill-Based Training Guide for Classroom Teams.

grants; (6) continuing education grants; and (7) completed projects. Each abstract contains: (1) the name, grantee, director(s), contact information, project number, and project period; (2) the problem addressed; (3) goals and objectives; (4) methodology; in most cases, (5) evaluation; and, in some cases, (6) experience to date. (KDFB)

ED 399 025 PS 024 409

Ohio Department of Education, Division of Early Childhood Education Annual Report, Fiscal Year 1994 (1993-94 School Year).
PUB DATE- Sep 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Administrative Change; Child Rearing; *Cooperation; Coordination; Curriculum Development; *Early Childhood Education; Early Identification; Early Intervention; *Educational Change; Educational Finance; *Efficiency; Grants; Kindergarten; Preschool Education; Professional Personnel; Teacher Improvement; Young Children
IDENTIFIERS- Ohio; Project Head Start

During Fiscal Year 1994, the Ohio Department of Education's Division of Early Childhood Education implemented internal structural changes to improve efficiency and effectiveness. The division prioritized program interests and functional activities including: (1) collaboration; (2) curriculum and professional development; (3) standards and evaluation; (4) fiscal and grants administration; and (5) regional licensing and program development. This annual report details the Division's 1994 program activities, which include public school preschool, Head Start, preschool special education, kindergarten, school-age child care programs, and early identification. This report also details program evaluation activities, special projects, and major accomplishments of the year, including participation in key roles on Ohio Family and Children First Initiative Committees; collaboration with the Ohio Department of Health in co-chairing the Goal 1 section of "Ohio's Fourth Annual Progress Report on Education"; development of interagency agreements; and many other collaborations. Appendices include a Division of Early Childhood directory, a listing of Advisory Committee members, a table of Early Childhood Education (ECE) units and funds, and a table of ECE funds for Head Start. (BGC)

ED 399 026 PS 024 410

Johnson, Lynn G.; And Others
A Curriculum for All Young Children: The EC-SPEED Curriculum Guide.
PUB DATE- 89
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Curriculum Guides; Disabilities; *Early Childhood Education; Mainstreaming; *Preschool Curriculum; *Preschool Education; *Special Education; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; Ohio

This Curriculum Guide provides practical curricular suggestions children for this proficiency test. An introduction, "Important Information," outlines three types of questions that appear on the test--multiple choice, short answer, and extended response--along with guidelines and rules for test-taking. Sample answer pages from the practice test are also given. Practice sections cover the following areas: (1) Writing; (2) Reading; (3) Math; (4) Citizenship; (5) Science; and (6) Test-Taking Strategies. A day-by-day listing of tips for the week of proficiency testing is also included. (BGC)

ED 399 043 PS 024 457

McMahon, Rebecca; And Others
The Effect of a Literacy-Rich Environment on Children's Concepts about Print.
PUB DATE- 1 Apr 96
NOTE- 26p.; Paper presented at the Annual International Study Conference of the Association of Childhood Education International (Minneapolis, MN, April 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Day Care; *Early Childhood Education; Educational Environment; *Emergent Literacy; Instructional Materials; Learning Centers (Classroom); *Preschool Children; *Preschool Education; Reading Materials; Test Validity
IDENTIFIERS- Concepts about Print Test; Literacy Assessment; Louisiana; Mississippi; *Print Awareness; Texas

This study examined the effects of children's pre-kindergarten literacy environments away from home on their knowledge of print-related concepts. Data were collected at eight sites in Mississippi, Texas, and Louisiana--either day care centers with no established curriculum or formal instruction, or classrooms with adopted curricula within parochial or public schools. The Concepts About Print (CAP) assessment instrument was given to 78 five-year-olds at the sites, and the Inventory of Literacy Indicators (ILI) was used to assign each site a quality and quantity rating representing the availability of literacy materials. ILI scores ranged from 14.30 to 70.60 on a 90-point scale, and the CAP score means ranged from 7.70 to 14.64 on a 24-point scale. There was no significant relationship between a site's total ILI score and the CAP scores of the children at the eight sites. ILI quality and quantity scores were highly correlated; therefore, the independent effect of these variables on CAP scores could not be determined. There were significant differences among the sites on children's mean CAP scores. (Two appendices list the items on the CAP and the ILI. Contains 34 references.) (KDFB)

ED 399 044 PS 024 458

Harradine, Christine C.; Clifford, Richard M.
When Are Children Ready for Kindergarten? Views of Families, Kindergarten Teachers, and Child Care Providers.
SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

*Intermediate Grades; Learning Activities; Learning Strategies; Memorization; Mnemonics; Notetaking; Reading Improvement; Recall (Psychology); Research Papers (Students); Retention (Psychology); Self Evaluation (Individuals); *Student Improvement; *Study Habits; Test Anxiety; Test Wiseness; Writing Exercises; Writing Skills

This book, designed for students in grades 4 to 6, provides advice to help them do homework independently and successfully. Part 1, "Developing Good Habits," presents exercises and tips on organization and time management, including a self-inventory of homework habits, assistance in goal setting, and designing a personal schedule. Part 2, "Getting Down to Business," has several suggestions for sharpening the student's memory and notetaking skills, and shortcuts for math, social studies, and science homework. Part 3, "Improving Your Reading," allows the student to conduct a reading inventory, improve their reading skills, learn how to write book reports, predict the types of questions teachers will ask, and see what books are recommended by other students. Part 4, "Improving Your Writing," focuses on deciding what to write about, identifying a research topic, organizing information, and making a paper interesting. Part 5, "Improving Your Study and Test-Taking Skills," presents tips for taking tests of different types and methods for improving study skills. Part 6, "Clip and Save," contains reference materials such as a list of commonly misspelled words and a list of state capitals. (KDFB)

ED 399 061 PS 024 492

Wetzel, Laura L.
Teaching Parents of Young Children: A Curriculum in 12 Sessions and Parent Power Pages.
PUB DATE- 96
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Age Differences; Battered Women; Child Abuse; Child Development; Child Rearing; Curriculum Guides; Developmental Stages; Discipline; Enrichment; Family Environment; Group Dynamics; Individual Development; Interpersonal Communication; Leaders Guides; Leadership Training; Moral Development; Nutrition; Parent Child Relationship; *Parent Education; Parenting Skills; Parent Materials; *Parent Participation; Parents; Parent Workshops; Physical Development; Play; Self Esteem; Sibling Relationship; Stress Management; Workshops; *Young Children
IDENTIFIERS- Sibling Rivalry; Spouse Abuse

Based on the assumption that parents are increasingly aware of the high level of knowledge and skills needed to rear well-adjusted children, this parenting curriculum uses a developmental approach to help parents understand and relate appropriately to child behavior at different ages and at each stage. Part 1, "Before You Start," and the "Leader's Notes" in each session explain strategies and dynamics specific to parenting group leadership. Part 2, "The Sessions," presents 12 parenting workshops: (1) "Play: The Child's Work"; (2) "Discipline"; (3) "Ages and Stages"; (4) "Set Yourself Up for Success: Changing Chaos to Calm"; (5) "Communication: Words and Actions"; (6) "Helping Children Learn Right from Wrong"; (7) "Building a Solid Self-Image"; (8) "Answering Tough Questions"; (9) "Protecting Your Children from Abuse"; (10) "Protecting Yourself from Abuse"; (11) "Building Brains and Bodies"; and

*Intergenerational Relationship

Working with students gives older people renewed enthusiasm for life and a chance to pass along lessons and skills learned over a lifetime. Older volunteers provide students with a sense of continuity in a hectic world. This study used a questionnaire to determine volunteers' opinions regarding an intergenerational program in a suburban Illinois high school district. The program incorporates retired persons as volunteers in a variety of areas in the high school, thus providing opportunities for positive interaction between older and young generations. A total of 220 volunteers were selected from 500 community residents responding to a newspaper article to participate as volunteers in the program. The questionnaire was distributed by mail and returned by the volunteers to the school office. Findings indicated that the majority of the volunteers agreed that the intergenerational program was beneficial to the school district. They expressed a willingness to perform a variety of duties to help the district, including assisting with classroom activities. The volunteers agreed that there was a need for more preparation time, as well as for more time that could be spent with students needing extra help. Activities such as organizing fund raisers and building bulletin boards were judged as important as interacting with students. (KDFB)

ED 399 079 PS 024 539

Davies, Don
Partnerships for Student Success: What We Have Learned about Policies To Increase Student Achievement through School Partnerships with Families and Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Boards of Education; Educational Cooperation; Elementary Secondary Education; Family School Relationship; *Parent School Relationship; *Partnerships in Education; Policy; Policy Formation; *Position Papers; School Administration; *School Community Relationship; School Districts

This policy document, directed to school board members, superintendents, and principals, makes recommendations on developing school partnerships with families and communities; discusses the benefits of school partnerships for children, families, schools, teachers, and community agencies; and identifies basic principles underlying successful partnerships. Six types of family-community-school partnerships are described, including basic obligations of families; basic obligations of school for communication; involvement at school; involvement in learning activities at home; involvement in decision making, governance, and advocacy; and collaboration and exchange with community organizations. The bulk of the document discusses the following recommendations for helping schools develop collaborative partnerships: (1) adopt clear written policies on school-family-community collaboration and back up the policies with direct support; (2) align personnel policies with the district's commitment to collaboration; (3) prepare school staff and parents to work collaboratively; (4) involve family members as full partners with real decision-making responsibility; (5) develop agreements with social students also have access to videotape sequences and interactive computer software. An outline of key elements of distance learning systems lists expectations related to student behavior, motivation, and participation; expectations for teacher training, teacher skills and flexibility, teaching methods, and teacher support networks; and features of the classroom environment. Based on 2 years of operation, findings are outlined for various operational issues: cost, hardware (communication lines and equipment), personnel needs, training and development, instructional delivery, teacher-student communication, linkage with other distance learning systems, and organization of the school day. Also included are a distance learning teacher's detailed description of an instructional sequence, and a summary of course evaluations by first- and second-year students in the Russian classes. (SV)

ED 399 096 RC 020 420

Guard, Roger; And Others
Ohio Valley Community Health Information Network.
SPONS. AGENCY- National Telecommunications and Information Administration (DOC), Washington, D.C.
PUB DATE- May 95
NOTE- 18p.; Paper presented at the Annual Conference on Rural Datafication (3rd, Indianapolis, IN, May 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Demonstration Programs; *Health Education; *Health Promotion; Health Services; Information Dissemination; Information Needs; *Information Networks; Internet; Online Systems; *Program Development; Rural Areas; Telecommunications
IDENTIFIERS- Appalachia; *Ohio Valley; Telecommunications Infrastructure; *User Training

The Ohio Valley Community Health Information Network (OVCHIN) works to determine the efficacy of delivering health information to residents of rural southern Ohio and the urban and suburban Cincinnati area. OVCHIN is a community-based, consumer-defined demonstration grant program funded by the National Telecommunications and Information Administration and by corporations and universities. Information is delivered via ISDN, standard dial, and dedicated network connections. Purposes of OVCHIN include providing equitable, widespread access to health-related information resources in the Ohio Valley, particularly for rural Appalachian and urban minority populations; providing comprehensive training programs for health information resources; demonstrating the use of existing telecommunications and hardware infrastructure for information dissemination; and contributing to health education and awareness. Project needs assessment revealed information needs on seven preeminent topics: drugs, diseases, physician referrals, general health and wellness, insurance, health planning, alternative therapies, and health literature. Among the materials available through OVCHIN are 14 electronic health information resources selected to meet assessed needs, information on "hot topics," and "ask the expert" electronic bulletin boards. A multifaceted approach to training the diverse users of the OVCHIN region includes in-person, on-site training in public libraries, public schools, and universities; training videos available via loan, purchase, and public television broadcast; and televised interactive training programs. This report also describes OVCHIN's hardware and

Project Head Start

This directory provides addresses, phone numbers, and contact persons for state and federal agencies, tribal agencies, organizations, and schools concerned with American Indian education in New Mexico. Sections include the following: a map of New Mexico showing state board of education districts, both elected and appointed; state board of education members, with expiration date of term; representatives to the state advisory council on Indian education; tribal officials, education offices, and tribal organizations of the Pueblo and Apache Tribes and the Navajo Nation; schools in 22 public school districts with Indian student enrollment; Title IX Formula Grant programs, for both public and private schools; P. L. 81-874 programs for public school districts with Indian enrollment; Johnson O'Malley programs for both public schools and tribal programs; public schools and Bureau of Indian Affairs schools participating in Title VII bilingual education Native American programs; private schools with Indian student enrollment; Native American higher education programs, postsecondary institutions, and tribal scholarship programs; education organizations and Head Start programs in New Mexico; various divisions and branches of the Office of Indian Education of the U.S. Department of Education; and four national Indian organizations. (TD)

ED 399 114 RC 020 700

A Guide for Personnel in Special Education, Indian Education, Bilingual And Multicultural Education, To Serve the Students of New Mexico, 1995-96.
PUB DATE- Jul 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; *Bilingual Education; Elementary Secondary Education; *Employment Opportunities; *Multicultural Education; Occupational Information; Preschool Education; *School Districts; *Special Education; Teacher Certification; Teacher Employment
IDENTIFIERS- *New Mexico

This guide lists the needs of New Mexico schools and agencies in the areas of special education, Indian education, and bilingual and multicultural education. Following the state department of education vision statement and the state board of education policy framework, the guide describes the state's recreational opportunities and colorful history, and provides information on how to obtain a visitor's guide and on opportunities for professional growth. Name, address, phone number, SpecialNet address, and contact person are given for each of the state's 89 school districts. Local education agencies, regional center cooperatives, and state-supported educational programs are listed. The section on the Office of Bilingual-Multicultural Education provides a brief description of the program and its requirements, and lists all districts that implement bilingual and multicultural education. The state's Office of Indian Education is described, including mission statement, the office's responsibilities, and a list of full- and part-time positions available in Indian education. A section on the Special Education Office discusses its responsibilities and lists projected needs for special education teachers and contains follow-up assignments that may be performed without the aid of an instructor. (DDR)

ED 399 131 SE 056 844

Vatsky, Sharon
Fragile Ecologies: Contemporary Artists' Interpretations and Solutions. Adventures in Ecological Art for Kids and Families.
SPONS. AGENCY- New York State Council on the Arts, New York.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 16p.; Funding also received from the Nathan Cummings Foundation. Printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artists; *Creative Art; Elementary Secondary Education; *Environmental Education; Exhibits
IDENTIFIERS- *Environmental Action; *Environmental Awareness

This booklet shows how every individual can do something positive for the environment by making art that makes a difference. Themes from the Fragile Ecologies exhibition have been used as seeds for creative environmental projects that can be done either individually or working in groups. Artists whose work is featured include Patricia Johanson, Helen Mayer Harrison and Newton Harrison, Betty Beaumont, Alan Sonfist, Nancy Holt, Mel Chin, Buster Simpson, Heather McGill and John Roloff, Mierie Laderman Ukeles, and Cheri Gaulke. Contains 12 references. (JRH)

ED 399 132 SE 056 860

Fishing...Get In the Habitat! Leader's Guide.
PUB DATE- 92
NOTE- 100p.; Produced by MinnAqua's Urban Angling Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; Environmental Education; Habitats; *Ichthyology; Natural Resources
IDENTIFIERS- *Aquatic Life; *Fishing; Minnesota

The primary goal of the MinnAqua Program is to assist Minnesotans in understanding the management, conservation, and stewardship of our aquatic resources, and the role that angling plays. This book is divided into 6 chapters, each of which is a part of an aquatic puzzle and contributes to a better understanding of Minnesota's aquatic systems and the basics of fishing. Each chapter highlights a variety of activities classified as beginner activities, intermediate activities, advanced activities, and site studies. These educational activities can be arranged into programs that require from one hour to six hours to complete. Chapters include: (1) "Habitats and Ecosystems"; (2) "Minnesota Fish"; (3) "Water Stewardship"; (4) "Managing Our Resources"; (5) "Fishing Equipment and Techniques"; and (6) "The Fishing Trip." Also included are forms for material request, program liability coverage, participant release, program planning outlines, safety and site evaluation, and program roster; program guidelines; and reference material sources. (JRH) appropriate technology to support and extend their mathematics learning; (2) priority should be given to the use of calculators and computers as natural media for mathematics; (3) teachers at all levels should be involved in the potential use of technology for mathematics learning; (4) students who use calculators and computer technology in their learning of mathematics should have access to the same technological resources when their understanding of mathematics is being evaluated; and (5) education authorities need to make available to teachers professional development opportunities to support their use of calculator and computer technologies in the classroom. The issues of student learning, teaching practice, equity, assessment, and curriculum are also addressed. (AIM)

ED 399 157 SE 058 811

Science, Society, and America's Nuclear Waste: Nuclear Waste, Unit 1. Teacher Guide. Second Edition.
PUB DATE- Jul 95
NOTE- 219p.; For Units 2-4, see SE 058 812-814.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Interdisciplinary Approach; Lesson Plans; *Nuclear Energy; Nuclear Physics; Nuclear Power Plants; Radiation Effects; Radioisotopes; *Science Curriculum; Secondary Education; Social Studies; Units of Study; Waste Disposal; World Problems
IDENTIFIERS- *Nuclear Wastes

This guide is Unit 1 of the four-part series Science, Society, and America's Nuclear Waste produced by the U.S. Department of Energy's Office of Civilian Radioactive Waste Management. The goal of this unit is to help students establish the relevance of the topic of nuclear waste to their everyday lives and activities. Particular attention is focused on the sources, characteristics, and locations of spent fuel and high-level nuclear waste in the United States. The first section of Unit 1 includes two lesson plans about the nature of nuclear waste, background notes, and many charts and graphs. The second section provides further background information and provides three lesson plans that explore nuclear waste management. Activity sheets for students and transparencies for the lesson plans and background notes are included in the third section, followed by the pretest, posttest and unit test. Answers keys and a glossary are also included. Contains 24 references. (DDR)

ED 399 158 SE 058 812

Science, Society, and America's Nuclear Waste: Ionizing Radiation, Unit 2. Teacher Guide. Second Edition.
PUB DATE- Jul 95
NOTE- 204p.; For Units 1-4, see SE 058 811-814.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Interdisciplinary Approach; Lesson Plans; *Nuclear Energy; Nuclear Physics; Nuclear Power Plants; Radiation Effects; Radioisotopes; *Science Curriculum; Secondary Education; Social Studies; *Units of Study; World Problems
IDENTIFIERS- Ionization; *Nuclear Wastes

This guide is Unit 2 of the four-part series, Science, Society, and America's Nuclear Waste, produced by the U.S. Department of in the study were 269 8th-grade students enrolled in a public school district in a northern suburb of Chicago. Analysis of the data indicate that instruction with analogies was more effective than traditional methods of instruction. The success of the analogies was found to depend on the student's prior knowledge, the type of analogy used, and the goal of the analogy. Contains 155 references. (Author/JRH)

ED 399 182 SE 058 907

Halloun, Ibrahim
Views about Science and Physics Achievement: The VASS Story.
PUB DATE- 31 Jul 96
NOTE- 25p.; Paper presented at the International Conference on Undergraduate Physics Education (College Park, MD, July 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Higher Education; Measures (Individuals); Science Education; *Sciences; *Student Attitudes; *Surveys
IDENTIFIERS- *Views About Sciences Survey

The Views About Sciences Survey (VASS) is a survey of student views about knowing and learning science for the purpose of assessing the relation of these views to achievement in science courses. This paper discusses the survey's design, development, results, and implications for science education. The survey assesses student views along two broad dimensions, scientific and cognitive, with a novel Contrasting Alternatives Design. It was administered to 326 college students enrolled in various introductory physics courses. Results indicate the following: college physics students have views about physics that often diverge from physicists' views; students do not show a consistent tendency towards one type of view or another on all VASS items; student views can be classified into three distinct profiles: expert, transitional, and folk, with the majority of students evincing a transitional profile; and the closer students are to expert views on individual items or to an expert profile on the entire VASS, the better their performance in college physics courses. Appendix includes the VASS instrument. Contains 71 references. (Author/JRH)

ED 399 183 SE 058 909

Barrett, Everard; Armour-Thomas, Eleanor
Finding and Activating the Real Gift for Learning Mathematics: Implications for Teachers' Scope and Sequence.
PUB DATE- Nov 95
NOTE- 28p.; Paper presented at the Annual Conference for the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Context Effect; Elementary Secondary Education; Learning Theories; *Mathematical Aptitude; *Mathematics Curriculum

The paper compares "standard" mathematics training with the normal human experience of "contextual learning." Contextual understanding permits children to learn various patterns of events and circumstances in their surroundings. The conclusion is that every child is a competent contextual learner, and students, a glossary of terms, and an extensive reference list. (EH)

ED 399 205 SO 026 776

Aoki, Aya; And Others
Discovery Box: Exploring Culture through Artifacts. Revised Edition.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Discovery Learning; Elementary Education; Folk Culture; Global Education; Heritage Education; *Material Culture; *Multicultural Education; *Realia; *Social Studies; World History

This unit provides a guide for teachers looking for creative and effective ways to teach intercultural understanding through the interactive use of artifacts. The guide offers practical suggestions for using the boxes, a series of teaching tips, suggestions for making the boxes and sample lesson plans on Japan. Sections include: (1) "The Concepts Behind the Discovery Box"; (2) "How to Use a Discovery Box"; and (3) "Sample Lessons Utilizing a Culture Box on Japan." The document concludes with four appendices containing teaching suggestions, sample discovery boxes, class discussion suggestions, and a 7-item bibliography. (EH)

ED 399 206 SO 026 789

Murphey, Carol; Wallace, Kendra R.
What Do We Need To Live on Planet Earth? A Case Study of Traditional Rural Life in East Africa. A Curriculum Unit for History and Social Studies, Grades 2-4.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; Animals; *Culture; *Earth Science; *Ecology; Elementary Education; *Environment; Grade 2; Grade 3; Grade 4; *Social Studies; Sustainable Development; Zoology
IDENTIFIERS- Africa (East)

The unit focuses on the lifestyles of two social groups in East Africa: the traditional nomadic Masai and the traditional agrarian Kikuyu. The activities engage students in an exploration of the dynamic interactions between these people and the animals that share the same land. Activities include: (1) "Houses"; (2) "Elephants"; (3) "Who Gets To Survive?"; (4) "Cool, Clear Water"; and (5) "Stories Can Tell." The closing activity is "Reflecting on the Things Needed To Maintain Life." The unit emphasis is intended to provide a lens through which students may examine the concept of survival through a vantage point outside of their daily reality; such a perspective can expand their knowledge about themselves and their relationship to the diverse world in which they live. (EH)

ED 399 207 SO 026 801

Young, Jocelyn; And Others
The Rabbit in the Moon: Folktales from China and Japan. A

minority," such as the false notion that Asian Americans as a group are always academic and economic achievers despite their minority status; institutional, cultural, and individual racism; and similarities across Asian American ethnic groups. Major sections of the paper focus on: (1) the health status of Asian Americans, including violence, substance abuse, mental health, AIDS, sexually transmitted diseases, teenage pregnancy, and nutritional status; (2) barriers that keep Asian Americans from seeking health service; and (3) the importance of developing cultural competence in areas such as health beliefs, sexuality, communication style, and racism. Finally, implications for health service providers are examined and elements delineated for: a comprehensive health promotion system; sexual health education programs; Alcohol, Tobacco, and Other Drugs (ATOD) prevention programs; mental health interventions; violence reeducation programs; and nutrition education programs. (Contains 39 references.) (ND)

ED 399 226 SP 036 835

Beitz, Steffen
Sport in Germany. Basis-Info 3-1996.
PUB DATE- May 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Athletics; Disabilities; Elementary Secondary Education; *Exercise; Foreign Countries; Leisure Time; Lifetime Sports; *Olympic Games; *Physical Fitness; *Recreational Activities
IDENTIFIERS- *Germany; Sport For All; *Sport Sociology

This paper explores the importance and impact of sport in Germany from a variety of perspectives. Topics include: (1) the social function of sport; (2) popular sport, focusing on exercise and self-development rather than competition; (3) sport's role in the leisure activities of the handicapped; (4) top sport performers; (5) drugs and sport; (6) commercial sponsorship; (7) sport and the media; (8) sport and Europe; (9) Germany and the Olympics since 1945; and (10) agencies to contact for further information. (ND)

ED 399 227 SP 036 839

AIDS Prevention Guide. The Facts about HIV Infection and AIDS. Putting the Facts to Use.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; *Communicable Diseases; *Disease Control; Elementary Secondary Education; Guidelines; *Health Education; *Health Promotion; Parent Role
IDENTIFIERS- *Health Attitudes; *Health Behavior; Sexually Transmitted Diseases

Many teenagers engage in behaviors that increase their risk of becoming infected with HIV. This document is a compilation of information about AIDS and HIV Infection, and provides suggestions for parents and other adults in discussing AIDS/HIV

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Administrator Behavior; *Administrator Effectiveness; Critical Thinking; Elementary Education; Foreign Countries; Higher Education; *Leadership Styles; Observation; *Principals; Public Schools; School Based Management; Self Evaluation (Individuals)
IDENTIFIERS- Norway

Educational reform in Norway has led to increasing decentralization and a redefinition of the role of the school principal. Action research is an approach enabling principals to clarify alternative actions, consider appropriate action, and become aware of the relationship between agency and structure. Systematic reflection is a tool for self-analysis that can be used effectively by school leaders. This reflective process consists of returning to experience, reflecting on the facilitators' questions and perspectives, attending to feelings, and re-evaluating the experience. Qualitative data were collected from 27 school leaders in 3 municipalities in Norway. The research questions addressed were: (1) meaning of educational leadership in the Norwegian context and how it is understood by principals; (2) what happens when principals establish inquiries into their own practice and how these inquiries can contribute to the development of a knowledge base in educational administration; and (3) cost and benefits of action research as an approach to the development of educational leadership. The 2-year study incorporated observation, counseling, peer review, journals, and reflection in a collaborative setting. The typically Norwegian dual role of principals as classroom teacher and administrator is also explored. The appendix contains a descriptive summary of the educational system in Norway. (Contains 41 references.) (JLS)

ED 399 246 SP 036 900

Wyett, Jerry L.
John Dewey and Earl Kelley: Giants in Democratic Education.
PUB DATE- 96
NOTE- 31p.; Paper presented at the Summer Conference of the Association of Teacher Educators (Tarpon Springs, FL, August 3-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Democratic Values; *Educational Change; Educational History; *Educational Philosophy; Elementary Secondary Education; Perception; *Progressive Education; *Public Education; Religious Factors
IDENTIFIERS- *Dewey (John); *Kelley (Earl)

This paper examines the work of John Dewey and Earl Kelley for solutions to some of the current problems in United States public schools. After a brief overview of American schools and schooling from colonial times through the 1960s, the essay discusses the work of John Dewey and Earl Kelley. Noting that Dewey's contribution to education is both philosophical and pragmatic, the essay highlights what Dewey tried to achieve in relation to subject matter, teacher role, and the importance of individual perception. As one who continued Dewey's work, Earl Kelley's contribution is seen in connection with his study of perception. Implications of their philosophy for current

(SAT). The focus of this research was to investigate whether preparation for the American College Test (ACT) provided by professional coaches would raise the scores of African-American students. Subjects were 19 African-American high school students working as summer law interns (a special summer program conducted by St. Louis, Missouri Public Schools) who participated in pretest and posttest. Instruction was provided by professional coaches from the "Focus on Learning" tutoring company in a 6-week program on Saturdays. The average increase among these students was 1.34 points. Consideration of other variables made it apparent that the majority of the increase could be attributed to the coaching they received. Although the increase was modest, it might have made a difference in obtaining admission for the students who derived the most benefit. The study shows that, with proper intervention, the ACT scores of African-American students can be increased. (Contains 1 table and 18 references.) (SLD)

ED 399 266 TM 025 334

Shepardson, Daniel P.; Adams, Paul E.
Perspectives on Assessment in Science: Voices from the Field.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Constructivism (Learning); *Educational Assessment; Educational Improvement; Elementary Secondary Education; Interviews; Knowledge Level; Professional Development; Science Education; *Science Teachers; *Student Evaluation; *Teacher Attitudes; Teaching Methods; *Test Use
IDENTIFIERS- *Alternative Assessment

Few studies have investigated the knowledge and beliefs that undergrids science teachers' assessment practice. This study was conducted to investigate the perspectives of science teachers on classroom assessment, considering the constructs that inform teachers of their classroom assessment practice. The study was grounded in a socioconstructivist theory that posits that teachers construct their own understandings and beliefs within the contexts of their own school cultures. The 12 middle-level (grades 4 through 9) teachers studied were all from the Midwest and all participants in a National Science Foundation teacher enhancement project on laboratory instruction and alternative assessment. Interview data were collected through a self-questioning technique. These data suggested that teachers understood the purposes of assessment as means of evaluating student performance and informing pedagogy, although the latter purpose was mentioned by relatively few teachers. If teachers view assessment from these two perspectives, then their motivation for assessment is primarily based on the learner and is seen as aligned with instruction or is pedagogically motivated. Teachers will adopt alternative assessment if it is seen to be compelling in terms of learner needs. (Contains 6 figures and 11 references.) (SLD)

ED 399 267 TM 025 352

Ostrander, Laura R.
Multiple Judges of Teacher Effectiveness: Comparing Teacher Self-

quality programs, (2) an educated citizenry, (3) equal opportunities, (4) economic development, (5) quality of life, (6) coordination, and (7) advocacy. Data are provided on the satisfaction of graduate degree alumni, employers, and non-student clients as well as the success of education reform efforts, research and public service efforts, remedial efforts, and students who take licensure exams. This report also provides information on the number of programs accredited, broken down by type of degree; number of students enrolled; number of community college transfers; number of graduates; number of degrees awarded; number of student credit hours generated; number of hours faculty spend on instruction, research, and service; number of rooms used and stations occupied; number of additional students accommodated to meet course demand; and number of credits and semesters required to earn a degree. Accountability goals for 1997 are identified divided into uniform goals and institutional targets. An appendix provides the text of the relevant state legislation. (CK)

ED 398 821 HE 029 432

Strategic Plan for Kentucky Higher Education 1996-2000: Seize the Future.
PUB DATE- Dec 95
NOTE- 24p.; For the accountability report, see HE 029 431.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Change Strategies; College Students; Continuing Education; Cultural Enrichment; Economic Factors; *Educational Objectives; *Educational Quality; *Equal Education; Higher Education; Long Range Planning; Mission Statements; Quality Control; *Statewide Planning; *Strategic Planning; Student Financial Aid; Teacher Education
IDENTIFIERS- Global Economy; *Kentucky

This strategic plan outlines the goals and objectives for Kentucky's system of higher education from now until the turn of the century. Seven major goals are identified which address: 1) quality programs, (2) an educated citizenry, (3) equal opportunities, (4) economic development, (5) quality of life, (6) coordination, and (7) advocacy. For each goal the plan lists one to four objectives and for each objective it lists selected desired results. Examples of these objectives and desired outcomes include: for the goal of quality programs the objective of providing a global perspective and a desired result of producing graduates who are proficient in the global dimensions of their profession; for the goal of economic development the objective of assisting Kentucky companies and the desired result of providing institutional support for companies and entrepreneurial activities. Discussion also identifies the planning assumptions of the strategic plan. Four appendices contain a discussion of the planning process and of higher education clientele, a presentation of the vision statement for Kentucky, and a presentation of the mission statement framework, including the following topics: geographic region, institutional admission standards, degree levels, program priorities, enhancement of instruction, research and public service functions, collaborative ventures, and effectiveness. (CK)

ED 398 822 HE 029 442

PUB DATE- 97
NOTE- 188p.; For the previous edition, see ED 312 931.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Admission; *College Applicants; College Choice; *College Entrance Examinations; *Essays; Higher Education; *Interviews; *Medical Schools; Premedical Students; Professional Education; Student Financial Aid; Test Wiseness; Undergraduate Students
IDENTIFIERS- Medical College Admission Test

This revised and updated handbook written by recent medical school graduates offers a firsthand account of successful strategies for the medical school admissions process. Six chapters discuss the following topics: (1) premedical preparation (planning undergraduate study and picking the right college); (2) power techniques for higher grades (techniques for grade point success, improving grades by being assertive, and pass/fail grades; (3) the Medical College Admission Test (MCAT sections, preparing for the MCAT, MCAT prep courses, and examination tips); (4) the application process (the American Medical College Application Service (AMCAS), extracurricular activities, recommendations, financial aid, timetable of important dates, and breakdown of U.S. medical schools); (5) the interview (the interview process, final preparation before the interview, and sample interview questions); and (6) the essay (proofing and style, creative versus weird, why the applicant wants to become a physician, and warnings). A selection of 50 successful AMCAS essays concludes the book. (KG)

ED 398 842   HE 029 463

For Every Dollar Invested...The Economic Impact of Public Universities.
PUB DATE- Aug 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Change Agents; Economic Factors; *Economic Impact; Educational Economics; *Expenditures; Higher Education; *Land Grant Universities; *Public Colleges; *School Community Relationship; State Federal Aid; *State Universities

This publication summarizes information provided during 1995 and early 1996 in an informal survey of state and land-grant universities concerning the direct and long-range economic impacts of public universities on their immediate communities. Items considered under direct impact include: expenditures by the universities on supplies, materials, equipment, acquisition, maintenance, construction and rehabilitation; student spending for off-campus housing, transportation, books, clothing, laundry, and other living expenses; employee spending; visitor spending by parents and others who visited campuses for athletic events, conferences, commencements, or other special events; jobs, including university employees and jobs created by university spending; tax revenue; and out-of-state revenues, including research grants and student assistance. Items considered under long-term impact include fostering new business and creating new jobs; promoting

California SB 600 Task Force Telecommunications Infrastructure for K-12 School and Public Libraries.
PUB DATE- Dec 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Educational Finance; Educational Improvement; *Educational Needs; Elementary Secondary Education; Information Management; *Information Technology; Legislation; *Needs Assessment; *Public Libraries; *Public Schools; Staff Development; State Federal Aid; Telecommunications; User Needs (Information)
IDENTIFIERS- *California

Recognizing the potential benefits information technology can bring to education and, ultimately, California's economy, Senate Bill 600 (Rosenthal) created a task force to address and report on the exigent need for technology in all public schools and public libraries. After 18 months of research and regular meetings, the task force compiled this report which: (1) articulates a vision for technology in our public schools, public libraries, and communities; (2) establishes the need for technology; (3) outlines various financing options to bring the information age to these learning institutions; and (4) proposes a grant program to disburse funds. The report consists of four main sections, with the first two sections addressing the technological needs of California schools and libraries and recommending how to best meet those needs. The first section contains a report of the current status of technology in public schools and public libraries. Then, the second section provides an assessment of needs in five areas considered vital to the technological survival of California's education and library systems: (1) access/equipment; (2) staff development/technical support; (3) information/resource management and collaboration; (4) evaluation/assessment; and (5) governance/coordination. The third section explores funding accelerated deployment and adoption of telecommunications and information infrastructure for California schools and libraries and outlines some of the main considerations in choosing among potential funding options. Five major types of funding sources are identified: state and federal programs and funding; California Public Utilities Commission (CPUC) related single event funding; regulatory and legislative rate making; debt financing; and tax financing. The fourth section identifies grant program criteria. Appendices include seven tasks identified by SB 600 task force; estimated costs to establish a school networking infrastructure for California public schools and for public libraries; current state-level funding and future prospects; and current federal-level funding. (Contains 35 references.) (AEF)

ED 398 861 IR 018 038

Plotnick, Eric
Trends in Educational Technology 1995. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.; This Digest is based on "Trends in Educational Technology 1995," by Donald P. Ely; see ED 396 717.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

experiences with programming are often frustrating, resulting in a low rate of successful completion, and focus on syntax rather than providing a representative picture of computer science as a discipline. The paper discusses the design of a preparatory course (CS0) to be taken before the introductory computer science course (CS1) at Utah State University. In the course, students gain mathematical and problem-solving skills while becoming familiar with the computer as a tool and learning how applications can save them time and work. Students are taught basic computer science concepts: data types, internal representation, operators, propositional logic, algorithms, control structures, programs, sub-programs, and recursion. Instruction is through lectures, readings, pencil-and-paper exercises, spreadsheet labs, reading and modifying code, and programming in the language ML, which identifies data type as the data are entered. The paper compares the performance of students in CS1 who took the preparatory course with those who took a course in BASIC prior to CS1. Fifty-three percent of the CS0 students who took CS1 achieved A grades in CS1, while only 26% of students who took BASIC before CS1 achieved an A grade in CS1. Results suggest that the preparatory course, with its skill-based approach to computer science, is a better preparation for the traditional first programming experience than a prior programming class. (Contains 13 references.) (SWC)

ED 398 879   IR 018 059

Avitabile, John
Assessing Change after a Computer Course for At-Risk Students.
PUB DATE- 96
NOTE- 6p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; College Freshmen; *College Preparation; *Computer Attitudes; *Computer Literacy; *Computer Science Education; Course Content; Economically Disadvantaged; Educationally Disadvantaged; *High Risk Students; Internet; Multimedia Materials; Remedial Programs; Student Surveys
IDENTIFIERS- Apple Macintosh; Computer Confidence; Higher Education Opportunity Program; HyperCard; Microsoft Word; Preparatory Studies

This paper describes the change in student attitudes after taking a computer literacy course which is part of a 6-week pre-college summer session. The summer session is designed for the educationally and financially disadvantages students of the Higher Education Opportunity Program (HEOP) and students from the ACCESS program who do not meet normal admissions criteria. The computer literacy course is taught in a Macintosh teaching lab, to classes of 12 to 14 students. The aim is to teach students how to use computers for all their coursework and to encourage students to be comfortable using technology. The course syllabus includes units on Microsoft Word, SuperPaint, the Internet, and HyperCard. To obtain a qualitative assessment of whether the course was meeting its objectives, a survey was distributed at both the beginning and the end of one summer session, asking students to rank their attitudes towards using computers on a scale of one to five, from completely disagree to completely agree. The overall change in student attitudes shows that students learn content and are more confident when

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cable Franchising; Cable Television; *Distance Education; Educational Development; *Educational Equipment; Educational Finance; Educational Technology; *Educational Television; Personnel Needs; Programming (Broadcast); Resource Allocation; Responsibility; *Telecommunications; Utilities
IDENTIFIERS- *Connecticut; Deregulation; Equipment Needs; Regulatory Programs; Technology Plans

This paper describes the state of interactive distance learning in Connecticut, particularly the current and future provision of these services by the telecommunications and cable television industries. The overview examines questions of where obligation and responsibility lie (with schools, local exchange companies, cable franchises, etc.) in situations that require money and equipment. It also discusses Connecticut's approach to other social and economic questions of providing distance learning necessities, including essential classroom equipment, personnel, and in-school support services. This paper takes the position that the state's Department of Public Utility Control's most appropriate regulatory function is to balance the degree of support provided by the telecommunications and cable industries while still providing for the public good. Further highlights include the role of distance learning in expanding classroom education at various levels, the impact of deregulation on distance learning in Connecticut, and Connecticut's Educational Technology Plan guidelines. Appendices provide a list of distance learning classroom equipment; a map indicating distance learning projects in the state; and diagrams of the distance learning classroom. (Author/AEF)

ED 398 899 IR 018 080

Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge. A Report to the Nation on Technology and Education.
PUB DATE- Jun 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Cooperative Planning; Educational Cooperation; Educational Objectives; *Government Role; Information Literacy; Information Retrieval; *Internet; Multimedia Materials; Online Systems; *Partnerships in Education; School Community Relationship; Science and Society; *Technological Literacy
IDENTIFIERS- *Action Plans; Technology Integration; *Technology Plans

Technological literacy--computer skills and the ability to use computers and other technology to improve learning, productivity, and performance--has become as fundamental to a person's ability to navigate through society as traditional skills like reading, writing, and arithmetic. The Technology Literacy Challenge, envisioning a 21st century where all students are technologically literate, requires the fulfillment of four main goals: (1) all teachers in the nation will have been teaching an Internet class to adult learners since May 1994. The weekly class combines lecture, personal anecdote, and teacher demonstration with hands-on practice using Gopher and the World Wide Web. The class, open to any Lab employee or associate, has provided 250 people with the skills to find basic reference materials and navigate the Internet for real work-related needs. Presented in question-and-answer format, the paper addresses: (1) computer background of the staff at Los Alamos; (2) teaching methods; (3) starting out with Gopher in 1994; (4) the shift in emphasis to the World Wide Web; (5) the use of PCs as opposed to Macintoshes; (6) validity of Internet resources; (7) the quickly changing Internet environment; (8) connecting to the Internet from places other than where the training takes place; (9) locating useful sites quickly; (10) varying levels of computer knowledge in classes; (11) enforcement of policy about use of the equipment only for work-related activities; (12) high expectations of information available on the Internet, such as worldwide e-mail directories and full-text reproductions of every journal article; (13) costs for using the Internet; (14) the relative merits of different Internet providers; and (15) search techniques. (SWC)

ED 398 917 IR 055 975

Erazo, Edward; Derlin, Roberta L.
Distance Learning and Libraries in the Cyberspace Age.
PUB DATE- 95
NOTE- 7p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Education; Case Studies; Computer Mediated Communication; *Distance Education; *Electronic Libraries; Higher Education; Information Retrieval; Information Technology; Internet; *Librarian Teacher Cooperation; Library Automation; *Library Instruction; *Library Role; *Library Services; Online Systems; Telecommunications; User Needs (Information); World Wide Web
IDENTIFIERS- *Digitizing

The growth of telecommunications technology for distance learning in the Cyberspace Age has opened many options for studying off-campus from home or office from remote and sparsely populated communities. Higher education is exploring this modern version of correspondence courses with the goal of increasing their student enrollment as well as making their degree programs more readily available. An integral component to the success of these programs is the extent and strength of the library support that can be offered to this new generation of distant learners. This paper addresses the distance education roles of library services, librarians, and faculty; examines some recent success stories in digitizing libraries; and explores several options in developing electronic library support for distance learning, including teaching and providing online searching and tutorials, CD ROM databases, Internet, Netscape, and World Wide Web access. (Contains 13 references.) (Author/SWC)

ED 398 918 IR 055 976

Dermody, Melinda Bako

to determine the direction that different organizational levels should take in resource sharing, and to evaluate existing statewide resource-sharing protocols. These measure aim to help ensure that library users throughout the state receive equitable, cost-effective interlibrary loan service. This report discusses basic interlibrary loan services and Interlibrary Loan Task Force issues and recommendations. The following Task Force issues are summarized and then discussed in terms of background, problems, sub-issues, and recommendations: (1) How can Wisconsin library staff most effectively develop and use electronic resources to find information in response to requests from library users? (2) How can interlibrary loan and reference referral tools and services be improved? (3) How can users be better educated about interlibrary loan and reference referral services? (4) What should be done to assure library staff are adequately trained to carry out interlibrary loan and reference referral services? and (5) How should interlibrary loan and referral services be funded in order to assure equity of access throughout the state? (SWC)

ED 398 936 IR 055 995

Sorensen, Richard J.
Survey of School Library Media Programs in Wisconsin. A Brief Report of Statistics, 1994.
PUB DATE- 94
NOTE- 25p.; The complete database of survey results and copies of the survey program diskette and instructions are available through the Wisconsin Department of Public Instruction.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Librarian Teacher Cooperation; Library Automation; Library Catalogs; Library Equipment; Library Facilities; Library Personnel; Library Services; *Library Statistics; *Media Specialists; Multimedia Instruction; Multimedia Materials; *Public Schools; *School Libraries; *State Surveys; Tables (Data)
IDENTIFIERS- *Wisconsin; Wisconsin Department of Public Instruction

In 1994, the Wisconsin Department of Public Instruction repeated its 1988 survey of public school library media programs. Included in this report are statistics considered most significant, and those most often requested. The 147-item survey included questions about staffing, services, operation, automation, and facilities related to the library media program. The survey's return rate was 91%, with 386 of the 427 Wisconsin school districts responding. To ensure accuracy, survey question data was entered by the respondents directly onto computer diskettes, from which it was merged into a database, with no manual data entry. Wisconsin schools with library media centers (LMCs) increased from 95% to 98%, exceeding the national average. The number of schools with full-time certified library media staff went up in all but high schools; high schools with library media staffing dropped five points, to 73%. Library media programs have expanded their services, despite a heavier student load. A large majority of library media specialists (85%) help teachers develop teaching and learning activities, up from 67% in 1988. Schools that provide interlibrary loan rose to 82% from 63% in 1988. CD-ROM availability rose to 76% and videodisc availability rose to 40%

writing; and (6) 93% felt that they had a good chance of earning a "B" average at the college. Comparisons to findings from the fall 1995 AFS study indicated that, nationwide, students' ratings of their high school preparation have declined and that financial concerns have continued to escalate, mirroring GC students' experience. A separate report on AFS findings is attached. Data tables are included. (HAA)

ED 398 954 JC 960 455

Hamilton, John
Retention Rates, Graduates, and LAM-Series Completers for the Legal Assistant Management Program.
PUB DATE- Feb 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Associate Degrees; College Graduates; Community Colleges; Grades (Scholastic); *Legal Assistants; Longitudinal Studies; *Outcomes of Education; Program Evaluation; *School Holding Power; Two Year Colleges
IDENTIFIERS- Gainesville College GA

In February 1996, Gainesville College, in Georgia, conducted a study of students in its Legal Assistant Management (LAM) Program to determine retention rates, numbers of graduates, and course pass rates. Retention and graduation rates were calculated for 175 students who enrolled in at least one LAM course from spring 1991 to fall 1995. In addition, the course-taking behavior was analyzed of 154 students who had passed at least one LAM course since spring 1991. Study findings included the following: (1) the overall retention rate for students who started the LAM sequence in the spring of 1993 was 78%; (2) of the 116 students who took at least one LAM course from spring 1991 to winter 1994, 24% (n=28) had received an Associate Degree in LAM as of fall 1995; (3) 50 of the 105 students who took at least 1 LAM course and who passed it with a "D" or better between spring 1991 and winter 1994 went on to complete the LAM course series with a "D" average or better by fall 1995; and (4) excluding the 16% of students who started the series between spring 1991 and winter 1994 and dropped out of the series by fall 1995, 65% of the students completed the sequence within 8 or more quarters as of fall 1995. The survey instrument and responses to open-ended questions are attached. (HAA)

ED 398 955 JC 960 456

Hamilton, John
Economic Yearbook from Georgia Trend Magazine, 1996.
PUB DATE- Apr 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Economic Climate; Economic Development; Economic Opportunities; Employment Opportunities; Employment Patterns; *Employment Projections; *Enrollment Influences; *Futures (of Society); *Labor Market; *Technological Advancement; Two Year Colleges
IDENTIFIERS- Gainesville College GA; *Georgia

low transfer rate institutions, suggesting that the college should examine the reasons for the difference. The survey instruments are appended. (HAA)

ED 398 972 JC 960 530

Cohen, Arthur M.
Trends in Institutional Research.
PUB DATE- 6 Aug 96
NOTE- 12p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (25th, Panama City, FL, August 5-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Educational Researchers; *Institutional Research; *Politics of Education; Program Improvement; Research Design; *Research Problems; Research Reports; Two Year Colleges

Since the inaugural meeting of the Southeastern Association of Community College Research in 1975, the research conducted at community colleges, as well as the issues facing researchers, have remained fairly constant. Research has been consistently understaffed and the themes of research have tended to focus on relating student progress to placement, surveying local communities, reviewing programs, and conducting student follow-ups. Moreover, the general purposes for conducting institutional research have remained constant in that the first purpose is still public relations. The need to satisfy external agencies has caused the colleges to value anything that makes the school look good and to avoid anything that casts a negative light on the institution. Institutional researchers must also contend with the need for educators to believe what they want to believe. An example of this is the frequently reported study showing that problems with students in the 1990s have profoundly worsened since the 1940s. Even after the study was found to be a hoax, it was continually repeated. Finally, in approaching their task, institutional researchers should consider the following points: (1) make sure that data is readily understandable; (2) understand public relations; (3) employ valid methodology; (4) study important questions; (5) perform repeat studies; (6) make use of external resources; (7) include only the data that is relevant to the research topic; and (8) understand the resistance to outcomes data in higher education. (HAA)

ED 398 973 JC 960 531

McGlynn, Angela Provitera
Classroom Atmosphere in College: Improving the Teaching/Learning Environment.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; *Classroom Environment; *Classroom Techniques; Community Colleges; *Nondiscriminatory Education; *Sex Bias; Sex Fairness; Sexism in Language; *Teacher Attitudes; *Teacher Role; Teacher Student Relationship; Two Year Colleges

definition of centers of specialization be approved; (2) that the new areas of specialization be known as "centres," with no capital "c"; and (3) that six of the centers (i.e., natural resources, community development and health, law and justice, management and business studies, applied computer and information technology, and interdisciplinary studies) be approved, but that a feasibility study be conducted on the formation of an arts and heritage center. In addition, clarifications were developed for five of the six approved centers, while the center for law and justice was approved unchanged. With respect to the proposed suspension of programs, suspensions were approved for 12 programs with clarifications, including the suspension in some cases of only the program's third years or specific options and the stipulation that all suspended programs be phased out to allow enrolled students to complete their program. In addition, 17 of the proposed suspensions were approved with no changes. The original November 1995 proposal is attached. (AJL)

ED 398 990   JC 960 564

Howser, Lee; Schwinn, Carole
Emerging Models of the New Paradigm.
PUB DATE- Jun 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *College Planning; Community Colleges; Cost Effectiveness; Educational Improvement; Needs Assessment; *Organizational Change; *Organizational Development; *Participative Decision Making; School Culture; Systems Analysis; Two Year Colleges
IDENTIFIERS- *Interactive Design Management System; Jackson Community College MI

Working with the Philadelphia-based Institute of Interactive Management, several teams at Jackson Community College (JCC), in Michigan, set out in 1994 to learn and apply an interactive design methodology to selected college subsystems. Interactive design begins with understanding problems faced by the system as a whole, which in the case of JCC included concerns related to increasingly obsolescent equipment, a lack of curriculum updates, and declining enrollment. It was recognized that the entire campus community would have to work together to solve these issues, but obstacles existed related to funding shortages and the interdependencies of increasingly complex systems. In assessing the environmental and systems conditions, four compelling issues emerged: quality and financial conditions, uncertainty about the future, empowerment and information dissemination, and trust and confidence. The next step in the interactive design process was to assume that the original system was completely demolished and design a new system from scratch. The first set of goals developed at JCC included employee participation, continued operation within the principles of continuous quality improvement, an emphasis on creating capacity rather than downsizing, and the initiation of a campus-wide visioning process. As a result of this process, JCC has been able to create a community of learners for students, faculty, departments, administration, and the community. In addition, the college community has been learning about learning itself and has recognized that learning, and institutional transformation, never end. (HAA)

PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Disadvantaged Environment; Inservice Education; Parent Role; Preschool Education; Problem Solving; *Program Development; *Staff Development; Stress Management; *Stress Variables
IDENTIFIERS- Project Head Start

In a multi-stressed environment children and families are affected by one or more sources of significant stress--for example, homelessness, substance abuse, or lack of basic necessities. Living with high levels of stress can take a toll on young children's development. This skill-based staff development program was developed to help classroom teams address the needs of children and families from multi-stressed environments. The program has two purposes: (1) to suggest practical strategies for working with children who live in multistressed environments; and (2) to provide ongoing support for classroom teams. Following an introduction for the trainer, the guide is divided into two parts: "Trainer's Notes" and "Participants' Materials." The "Trainer's Notes" are designed to assist trainers in understanding the purposes of each training session. Both parts have the following eight chapters: (1) "Responding to Stress"; (2) "Head Start's Response"; (3) "Characteristics of Children Living in Multistressed Environments"; (4) "The Learning Environment"; (5) "The Daily Schedule, Routines, and Transitions"; (6) "Helping Children Cope with Stress"; (7) "Supporting Parents"; and (8) "An Approach to Problem Solving." An agenda, a list of discussion topics and activities are provided in each session. Contains 45 references. (MOK)

ED 399 009 PS 024 301

Chalufor, Ingrid; And Others
As I Am.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Mar 88
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Behavior; Class Activities; Communication (Thought Transfer); *Coping; Disabilities; Emotional Development; Gifted; Language Acquisition; *Mental Health; Preschool Children; *Preschool Curriculum; Preschool Education; Problem Solving; Self Concept; Skill Development; *Stress Management; Teaching Guides; Thinking Skills
IDENTIFIERS- *Project Head Start; *Stress (Biological)

The curriculum presented in this guide focuses on enhancing the mental health of children in Head Start or in other comprehensive early childhood programs. The guide begins with two introductory sections: "Stress and Children," describing stressors in young children's lives, how children manifest stress, and teachers' role in mediating stress; and "Children Who Need Special Consideration," describing special needs related to this curriculum for children with disabilities, children from other cultures, and gifted and talented children.

that correspond to the best practice indicators included in the Early Childhood Special Education Program Design and Evaluation Guide (EC-SPEED). Developed through funds provided by the Ohio Department of Education as one of several of EC-SPEED materials, it is based on the assumption that education for preschool children with disabilities should blend developmentally appropriate practice and exceptionality appropriate practice and celebrate human differences in inclusionary settings. The first four sections discuss the philosophical, theoretical, and research foundations upon which the early childhood special education program is designed. The fifth section outlines the general and specific implications for a curriculum serving all children. Specific curricular implications corresponds to nine program elements in the EC-SPEED, physical, cognitive, social, emotional, self-help, language, and aesthetic development; transition; and intradomain goals. Each item includes a goal statement, a best practice statement, four types of classroom implications from the goal and best practice statements, and best practice examples observed at exemplary early childhood centers during the Ohio Department of Education Preschool Service Delivery Project. The implications concern what effect the best practice statement will have on the learning environment, activities and materials used, adult behavior, and behavior of children in the program. (KDFB)

ED 399 027   PS 024 412

Young, Mary Eming
Early Child Development: Investing in the Future. Directions in Development.
PUB DATE- 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Activism; *Child Development; Child Health; *Child Welfare; Early Childhood Education; Early Intervention; Family (Sociological Unit); *Family Programs; Financial Support; Foreign Countries; Kindergarten; Parent Education; Parents; Political Issues; Preschool Children; Preschool Education; Program Descriptions; Program Development; *Social Action; *Social Agencies; Social Services; Teacher Education; Young Children
IDENTIFIERS- Bolivia; Guyana; India; Israel; Nigeria; *Nongovernmental Organizations; Philippines; Project Head Start; Turkey; Women Infants Children Supplemental Food Program; *World Bank

Early childhood programs have been shown to enhance school readiness, increase the efficacy of investments in primary schools and human capital formation, foster beneficial social behavior and thereby lessen social welfare costs, and promote community development. The World Bank has directed investment toward young children, including supporting immunizations, basic health care, prenatal care, and nutrition services. This report overviews programs around the world targeting children from birth to age eight. Covering both theory and practice, the sections are (1) "The Case for Early Intervention," including the scientific basis, socioeconomic returns, and policy implications; (2) "Approaches to the Development of Young Children," covering program design options and working with nongovernmental organizations and other agencies; (3) "Paying for Child Development Programs"; (4) "Educating Parents"; (5)

(150),Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Comparative Analysis; Daily Living Skills; Day Care; Interviews; *Kindergarten; *Parent Attitudes; Preschool Teachers; *School Readiness; *Teacher Attitudes; Telephone Surveys
IDENTIFIERS- National Education Goals Panel; North Carolina

This study compared the beliefs of parents of preschoolers, kindergarten teachers, and child care providers in North Carolina about the characteristics children should have upon entry to public school kindergarten. Surveys were administered statewide through in-person or telephone interviews to 757 parents (half receiving public assistance), 575 kindergarten teachers, and 553 child care providers. Respondents were asked to select the 3 most important characteristics for children's kindergarten readiness from a list of 15 characteristics derived from the National Education Goals Panel. Results indicated that the three most important qualities identified by all groups were: (1) being healthy, well-nourished and well-rested; (2) being able to effectively communicate needs, wants, and thoughts; and (3) being enthusiastic and curious when approaching new activities. School-related skills such as knowing the alphabet, knowing shapes and colors, using pencils and paint brushes, counting, finishing tasks, and solving problems fell at or near the bottom of the rankings for all groups. Chi square tests of homogeneity indicated that families and child care providers ranked counting, knowing English, and knowing the alphabet significantly higher than kindergarten teachers. Providers put greater emphasis than the other groups on having good problem solving skills, being sensitive to others, and knowing colors and shapes. Teachers were more likely than the other groups to rate being enthusiastic, being able to communicate effectively, and being able to not disrupt the class as most important. (Contains 20 references.) (KDFB)

ED 399 045   PS 024 464

Chapman, Carolyn; Freeman, Lynn
Multiple Intelligences Centers and Projects.
PUB DATE- 96
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; Cognitive Style; Discipline; Educational Strategies; Elementary Education; Instructional Materials; *Learning Activities; *Learning Centers (Classroom); Self Evaluation (Individuals); Student Projects; Teaching Methods
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences; Teacher Student Conferences

Based upon Gardner's theory of multiple intelligences, this book guides elementary school teachers through the process of using classroom learning centers and projects by providing choices for students. The guide is divided into two sections, providing the theoretical background and information on how to develop multiple intelligences learning centers and projects, and detailing sample projects and centers around six areas of study. The chapters in the first section are as follows: (1) "The Multiple Intelligences" reviews the theory of multiple intelligences; (2) "About Centers" discusses the process of establishing centers, including their assessment, tips for maintaining discipline, and conferencing and student self-assessment; (3) "Exploratory Centers" provides ideas for

(12) "Sibling Rivalry." Each session follows a similar format, with information on materials needed, lecture/discussion notes, group exercises such as role-playing, a problem-solving exercise, summary, and evaluation. Parent Power Pages are included as handouts which offer a quick review of material covered in class or supplemental information and recommended readings. (KDFB)

ED 399 062 PS 024 495

Finding Good Child Care: The Essential Questions To Ask When Seeking Quality Care for Your Child. CCAC Information Guide 19.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; Check Lists; *Child Caregivers; Child Rearing; *Day Care; Discipline; Early Childhood Education; Educational Quality; *Evaluation Criteria; Guidelines; Parents; Parent School Relationship; Safety
IDENTIFIERS- Child Care Action Campaign; Child Care Needs; Child Care Satisfaction; *Day Care Selection; Quality of School Life

This Child Care Action Campaign (CCAC) Information Guide focuses on questions for parents to ask when looking for the right childcare program. The guide provides a checklist for parents to use when evaluating potential or currently used childcare programs. By sharing and discussing the checklist with caregivers, parents and caregivers can work together to improve the quality of care. Sections in the checklist are: (1) "Caregivers: How Many Children Is Each Caregiver Responsible For?"; (2) "Emotional Development and Discipline"; (3) "Play Activities," including toys, safety, space, cleanliness, and comfort considerations; (4) "Facility Operation and Policies"; (5) "Safety"; (7) "Management Policies"; and (8) "Warning Signs of Poor Child Care," which include feelings of uneasiness, children's dislike or fear of a caregiver, and inaccessibility of caregiving areas when visiting the site. (BGC)

ED 399 063 PS 024 497

Peck, Shelley; Goetz, Kathy
Raise Your Legislator's Antenna: A Nuts-and-Bolts Guide to How (and Why) To Advocate for Families...with Families.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; *Advocacy; Community Organizations; *Community Programs; Family (Sociological Unit); *Family Programs; Federal Legislation; Laws; Legislation; Lobbying; Nonprofit Organizations; Parent Participation; Parents; Political Issues; Politics; Social Action; State Legislation
IDENTIFIERS- *Family Advocacy; *Family Policy; Family Support; Internal Revenue Service

Family service providers cannot afford not to get involved in advocating for family-friendly public policy, in the face of service and health agencies to provide services for students and their families; (6) use multiple approaches to school-family communication; (7) increase opportunities for students to learn at home and in the community; (8) set up parent/family centers in every elementary, middle, and high school; (9) expand parent choice within the public school system and provide good consumer information; and (10) create planning and problem-solving teams. Each recommendation is accompanied by a detailed rationale and examples of successful school practices. Includes a list of elements of a district partnership policy. (KDFB)

ED 399 080 PS 024 542

Family Child Care Licensing Study, 1996. National Child Care Advocacy Project.
PUB DATE- Aug 96
NOTE- 218p.; For the 1994 study, see ED 375 947 and for the 1995 study, see ED 389 459.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- After School Programs; *Certification; Child Health; Compliance (Legal); Disabilities; Discipline Policy; Early Childhood Education; Educational Policy; *Family Day Care; Inspection; National Surveys; Nutrition; Safety; Sick Child Care; *State Agencies; State Legislation; *State Regulation; State Standards; Teacher Education; Zoning
IDENTIFIERS- Child Safety

This report presents the results of a nationwide survey of state agencies charged with regulating or licensing family child care. An introduction contains information on survey methodology, a summary of regulatory requirements for family child care homes and group (large) child care homes, and a survey question and answer summary. The body of the report includes individual 3- to 4-page entries for all 50 states and the District of Columbia. Each entry contains the name of the individual and agency providing the data and information on the number of family child care homes in the state, provider regulations and licensing, inspection procedures, tracking of license denials, complaint procedures, provider qualifications, provider training and orientation, discipline policy, emergency medical consent policies, immunization polices, fire code policies, nutrition policies, smoking policies, before and after school program policies, infant care policies, programs for children with disabilities, sick child care programs, zoning regulation, available resources, local agency contacts, and new or pending legislation. A list of state regulatory offices is included. (EV)

ED 399 081 PS 024 544

McNamee, Abigail S.; De Chiara, Edith
Inviting Stories To Help Young Children Cope with Stressful Life Experiences.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Behavior; Art Therapy; Bibliotherapy;

software; rural problems relevant to the network's effectiveness; standards issues; the future of OVCHIN; and political, economic, and technical lessons learned. (RE)

ED 399 097 RC 020 421

Bretz, Randall G.
Telecommunications for Rural America: Lessons from Nebraska.
PUB DATE- May 95
NOTE- 7p.; Presentation at the Annual Conference on Rural Datafication (3rd, Indianapolis, IN, May 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Elementary Secondary Education; Higher Education; *Information Networks; Information Services; *Internet; Online Systems; Rural Areas; *Rural Development; Rural Schools; *State Programs; Telecommunications
IDENTIFIERS- *Nebraska; *Telecommunications Infrastructure

As a new form of infrastructure is being developed across the vast prairie of Nebraska, electronic pioneers are leading the way to the information age. This paper describes some of those pioneers and their work. The University of Nebraska has been among the leaders in developing the Internet and applications for it. The university established one of the first regional computer networks in the Midwest and developed a network of extension educators that now has Internet connections in 81 of the 93 Nebraska counties. The Nebraska State Department of Education has also been a pioneer, providing Internet training to teachers and funding for Internet access in schools. Today, about half of Nebraska school districts have direct Internet connections, with the remainder using modems for access. Nebraska Educational Telecommunications, which has provided educational television and radio for over 40 years, has created NebraskaNet, bringing together the electronic activities of state agencies, the University, schools, colleges, and communities in an Internet service that is easy to locate and navigate. In addition, three partner communities are working with NebraskaNet to pilot models of community connection to and "presence" on the Internet. An initiative of the Nebraska Department of Economic Development offers rural communities an organizational model and a basic strategic planning process that enable them to accelerate and capitalize on expanded access to information. A description of the experiences of three Nebraska communities provides a perspective on activities related to information technology occurring across the state. (SV)

ED 399 098 RC 020 423

Molloy, Molly E., Comp.
Internet Resources for Latin America.
PUB DATE- Feb 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Foreign Countries; Higher Education; *Hispanic Americans; *Information Sources; *Internet; *Latin Americans; Networks; Universities; World Wide Web
IDENTIFIERS- *Latin America; Listservs; *Mexico United States Border

This directory compiles information products and services and personnel for 1995-96 by district. Includes information and application procedures for professional licensure in New Mexico, a map of school districts, and a licensure application form. (TD)

ED 399 115 RC 020 701

Math and Science Education. IDRA Focus.
PUB DATE- Jun 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Uses in Education; *Culturally Relevant Education; *Educational Technology; Elementary Secondary Education; *Equal Education; High Risk Students; Integrated Learning Systems; Limited English Speaking; Mathematics Achievement; *Mathematics Education; Minority Groups; Poverty; *Science Education; Sex Bias; State Programs; Test Coaching; Womens Education
IDENTIFIERS- Gender Balancing (Curriculum); Intercultural Development Research Association; Texas; *Texas Assessment of Academic Skills

This newsletter focuses on efforts to make math and science more attractive, relevant, and accessible to students, especially limited-English-proficient, minority, economically disadvantaged, female, and at-risk students. "TAAS Math Performance" (Linda Cantu) outlines recent statewide results for the controversial Texas Assessment of Academic Skills and describes Project Pathways, a staff development program to help Texas students, especially minority and disadvantaged students, master the test. "Content in Context: Technology That Makes Sense in Education" (Felix Montes) discusses the trend in educational technology towards engaging students as active creators of knowledge by making an assortment of learning tools available to them in a flexible format. "Texas Statewide Systemic Initiative" (David Hill) describes a collaborative effort among education, business, government, and community to provide Texas communities with the resources to implement contemporary, rigorous, and engaging mathematics, science, and technology education for all students. "Making Math and Science Relevant" (Kate Mahoney, Kirby Gchachu) discusses using a child's home culture as a springboard to learning science and math, and describes the implementation in a Zuni Pueblo school of Playtime Is Science, a program that involves parents in experiencing how everyday activities and chores are related directly to science. In "I'd Never Really Thought about Being a Scientist," Eloy Rodriguez, the first U.S.-born Latino to hold an endowed position in the sciences, comments on his education and experiences. Sidebars profile two IDRA programs: the Engineering, Science and Math Increases Job Aspirations program for minority female middle school students, and the Young Scientists Acquiring English program for content-area teachers of English language learners. (TD)

ED 399 116 RC 020 703

Ellis, Clyde
To Change Them Forever: Indian Education at the Rainy Mountain Boarding School, 1893-1920.
PUB DATE- 96
NOTE- 269p.
LANGUAGE- English

ED 399 133 SE 057 272

Flagstad, Karen, Ed.
Looking Ahead at Environmental Education.
PUB DATE- 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Higher Education; *Partnerships in Education; *Sustainable Development; Teacher Education
IDENTIFIERS- Environmental Protection Agency

This issue of the EPA (Environmental Protection Agency) Journal focuses on environmental education and its role in building a sustainable future. Articles include: (1) "Why Environmental Education?" (Carol M. Browner); (2) "EPA's Environmental Education Program" (Diane Berger); (3) "Preparing for the Next Century" (John H. Chafee); (4) "The Environmental Education Advisory Council" (Arva Jackson); (5) "Where Are the Gaps in Environmental Education?" (David B. Rockland); (6) "GLOBE Partnership Launched" (Thomas N. Pyke, Jr.); (7) "Eco-Ed Grows in Brooklyn" (David Lutz); (8) "Problem Solving in Las Vegas" (Gregory Budd and Don Curry); (9) "The President's Environmental Youth Awards Program" (Doris Gillispie and Catharina Japikse); (10) "A Toolbox for Training Teachers" (Paul Nowak, Sr.); (11) "State Profiles in Environmental Education" (Abby Ruskey); (12) "Environmental Literacy and the College Curriculum" (Richard Wilke); (13) "Educating Environmental Managers for Tomorrow" (Julie Jubeir); (14) "Learning for Life in the 21st Century" (Noel J. Brown); (15) "Agenda 21's Plan for Education (from Chapter 36 of Agenda 21); (16) "Rescue Mission: Planet Earth" (David R. Woollcombe); (17) "A Comeback for Prospect Park" (Roy Popkin); and (18) "EPA Journal as a Classroom Tool" (Stephen Tchudi and Nancy Starnes). (JRH)

ED 399 134 SE 057 293

Portapark.
PUB DATE- 14 Aug 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Environmental Education; Interdisciplinary Approach; *Natural Resources; *Outdoor Activities; *Parks; Sensory Experience; Student Attitudes; Waste Disposal

Because it is sometimes difficult for teachers to arrange field trips to state parks, and difficult for naturalists to come to schools for presentations, the Ohio Department of Natural Resources has developed Portapark, an activity packet that teachers can use to bring an outdoor learning experience into their classrooms. most of the ideas and activities are adaptable to other age groups and situations. The educational activities, techniques, and ideas included are interactive, hands-on, multisensory, and interdisciplinary. Activities include: Sock Hop, Litter Legacy, My Favorite Things, Making Sense of It All, That's Your Opinion, Hide and Seek Animals, Survival on a Shoestring, Take Out the Trash, What's the Difference?, Land Lasso, Eating Like a Bird, Snake Holes and Other Sayings, and A Slick Resource. The extended activities

Energy's Office of Civilian Radioactive Waste Management. The goal of this unit is to convey factual information relevant to radioactivity and radiation and relate that information both to the personal lives of students and to the management and disposal of nuclear waste. Particular attention is focused on the nature of ionizing radiation, radioactive decay, and half-life. The first section of Unit 2 includes four lesson plans about radiation detection, exposure, and half-life. The second section provides further background information and includes five lesson plans that explore the biological effects of ionizing radiation. Activity sheets for students and transparencies for the lesson plans and background notes are included in the third section followed by the unit test. Answers keys and a glossary are also included. Contains 17 references. (DDR)

ED 399 159   SE 058 813

Science, Society, and America's Nuclear Waste: The Nuclear Waste Policy Act, Unit 3. Teacher Guide. Second Edition.
PUB DATE- Jul 95
NOTE- 128p.; For Units 1-4, see SE 058 811-814.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Interdisciplinary Approach; Lesson Plans; *Nuclear Energy; Nuclear Physics; Nuclear Power Plants; Radiation Effects; Radioisotopes; *Science Curriculum; Secondary Education; Social Studies; *Units of Study; World Problems
IDENTIFIERS- *Nuclear Wastes

This guide is Unit 3 of the four-part series, Science, Society, and America's Nuclear Waste, produced by the U.S. Department of Energy's Office of Civilian Radioactive Waste Management. The goal of this unit is to identify the key elements of the United States' nuclear waste dilemma and introduce the Nuclear Waste Policy Act and the role of the public in the development of a high-level waste management program. Particular attention is focused on activities to enable students to develop insight into the difficult task of siting, storing, transporting, and disposing of high-level nuclear waste. The first section of Unit 3 includes five lesson plans about risk assessment and the Nuclear Waste Policy Act. The second section provides a lesson plan about probability. Activity sheets for students and transparencies for the lesson plans and background notes are included in the third section followed by the unit test. Answers keys and a glossary are also included. Contains 12 references. (DDR)

ED 399 160   SE 058 814

Science, Society, and America's Nuclear Waste: The Waste Management System, Unit 4. Teacher Guide. Second Edition.
PUB DATE- Jul 95
NOTE- 295p.; For Units 1-3, see SE 058 811-813.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Interdisciplinary Approach; Lesson Plans; *Nuclear Energy; Nuclear Physics; Nuclear Power Plants; Radiation Effects; Radioisotopes; *Science Curriculum; Secondary Education; Social Studies; *Units of Study; World Problems
IDENTIFIERS- *Nuclear Wastes

functions very effectively learning language and stories even before they attend school. The vast majority of lessons in mathematics are not presented as a developmental, contextual flow of related information. Instead, the information is fragmented, disconnected, and presented in steps to be memorized. The benefits of contextual mathematics teaching methodology are explored such as: (1) the learning of mathematics is accelerated due to its inherent contextuality which enables children to experience acceleration in their learning of stories; and (2) rote learning and remediation time is virtually eliminated from mathematics education. Specific examples and comparisons to everyday situations are presented to support the concept of contextual learning in mathematics. Teachers are encouraged to engage learners in mathematical experiences in ways that enable students to use their existing cognitive structures to construct new understandings. (AIM)

ED 399 184 SE 058 930

Kaufman, Donald G.; Taylor, Lisa
Using Microcosms To Teach about the Environment.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Secondary Education; *Environmental Education; Population Trends; Science Activities; Science Equipment
IDENTIFIERS- Aquatic Life; Food Webs; *Microcosm

A microcosm is a small, completely sealed, self-sustaining ecosystem. Once a microcosm has been sealed in a transparent container, only light and some heat can enter and only excess heat can leave. This manual describes how to set up aquatic microcosms using glass jars and little or no collecting equipment. The activities can be tailored to suit the abilities of students at any level and give students opportunities to learn about many kinds of freshwater invertebrates, watch an ecosystem develop and change, learn about food chains and webs, and use mathematics to calculate population trends. Some simple experiments that can be conducted with microcosms are also included. (JRH)

ED 399 185 SE 058 931

Kaufman, Donald G.; Oh, Bobbie S.
The Timber Wolf: Hands-On Activities for Elementary Teachers.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; *Animals; Conservation (Environment); Elementary Education; Environmental Education; Science Activities; Student Attitudes
IDENTIFIERS- *Wolves

The focus of this manual is the timber wolf and its experience in the United States. The activities are designed to enable students to gain a factual understanding of the timber wolf, question any misinformation they have learned regarding wolves, and learn to appreciate the wolf as a creature of nature rather than fear it as a creature of fairy tales. To meet these goals

Curriculum Unit for Upper Elementary Grades. Revised.
PUB DATE- 95
NOTE- 86p.; For an earlier edition, see ED 351 236.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Asian History; *Asian Studies; Cultural Education; Elementary Education; *Folk Culture; Foreign Countries; Interdisciplinary Approach; *Legends; Literature; *Multicultural Education; *Social Studies
IDENTIFIERS- *China; *Japan

This teacher's guide contains six lessons, including eight folktales, for using folktales from Japan and China in the elementary classroom. Specific objectives, materials, background notes, discussion questions, follow-up activities and a bibliography also are included. Each lesson takes approximately 1-3 class periods but are flexible for use. Folktales serve as resources for learning about other cultures by sharing many basic themes and structures familiar to all and by reflecting customs and beliefs particular to a culture or group of cultures. They expose children to world perspectives and expectations for human behavior that may be quite different, and even in conflict, with their own. Folktales in this guide include: (1) "The Rabbit in the Moon"; (2) "How the World was Made"; (3) "The Old Woman and the Tiger"; (4) "The Monkey and the Pheasant"; (5) "The Funny Little Woman"; (6) "The Grateful Snake"; (7) "The Boy Who Drew Cats"; and (8) "The Golden Axe." Three appendices with introductory materials, a bibliography, and resources conclude the document. (EH)

ED 399 208 SO 026 803

Strickland, Catherine R.; Iran-Nejad, Asghar
The Metaphoric Nature of Teaching and Learning and the Role of Personal Teaching Metaphors.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Higher Education; Imagery; *Learning Processes; *Metaphors; *Student Role; Symbols (Literary); *Teacher Role; *Teaching Methods

This paper explores how individuals develop their personal definitions of teaching and learning and how that translates into the classroom. The literature on psychological and educational research suggests that human thinking and communication are profoundly metaphorical in nature. If this is true, metaphors can play a valuable role in revealing, reaching, and reorganizing the thought processes of students, teachers, and researchers and thereby serve as a valuable tool in bridging the gap between learning/teaching conceptions (or attitudes) and learning approaches (or practices). This paper discusses how metaphors reveal commonly held assumptions about the way people view human communication, learning processes, teaching processes, the role of students, and the role of teachers. The goal is to examine how metaphors fundamentally govern existing educational processes and how restructuring educational processes must include restructuring existing metaphors and replacing them with new ones. (EH) with young people. Basic facts are outlined, including what AIDS is and how HIV infection causes AIDS; how one can and cannot become infected with HIV; and answers to common questions young people have about AIDS. Tips and suggestions for how to talk with young people about HIV infection and AIDS in general are provided. Specific sections focus on how to discuss AIDS/HIV with younger children (late elementary and middle school age) and teenagers (junior and senior high school students), and what information is necessary and appropriate for each age level. Finally, suggestions are made for joining in community response to this issue and where to go for further information and assistance. (ND)

ED 399 228 SP 036 840

Standards of Learning Objectives for Virginia Public Schools. Health Including Driver Education. Revised 1990.
PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; Communicable Diseases; Disease Control; *Driver Education; Drug Abuse; *Educational Objectives; Elementary Secondary Education; First Aid; *Health Education; Health Promotion; Mental Health; Nutrition Instruction; *Public Education; Safety Education; State Curriculum Guides; *State Standards
IDENTIFIERS- *Virginia; *Wellness

This application of Virginia's Standards of Learning Objectives establishes a framework for health education and driver education instruction in the public schools to help students acquire the knowledge, skills, and attitudes necessary for success in school and for a productive life in the years beyond. The standards, which were developed and revised with the aid of teachers, supervisors, administrators, teacher educators, and representatives of state and volunteer health agencies and organizations, are intended to provide parents and other citizens with a better understanding of what students are expected to learn. Following a listing of 12 goals of health education, specific learning objectives are outlined for kindergarten through tenth grade. Topics covered include alcohol and other drugs; disease prevention and control; mental health; nutrition; personal health, growth, and wellness; and safety and first aid. A list of Department of Education staff and members of the revision committee are included. (ND)

ED 399 229 SP 036 843

Lottes, Christine R.
Health Knowledge and Behavior Four Years Later.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; College Students; *Curriculum Development; *Health Education; Higher Education; Knowledge Level; *Student Behavior; Student Surveys
IDENTIFIERS- Gettysburg College PA; *Health Attitudes; *Health

educational reform efforts suggest that: (1) school subject matter should grow from learners needs and not be imposed by the adults in charge; (2) grades, promotion, and similar devices should be eliminated; and (3) learners should be involved in planning, executing, and evaluating activities. (Contains 11 references.) (MAH)

ED 399 247 SP 036 901

Thompson, Patricia J.
Textbooks: Sacred Cow or Sacred Trust?
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Editors; Elementary Secondary Education; Language Usage; Political Correctness; Textbook Content; *Textbook Preparation; *Textbooks; *Textbook Standards

These are the reflections of a textbook author in the course of revising a secondary school textbook. While the average life of a textbook is five years, many stay in schools for much longer. A textbook author or editor must therefore attempt to produce a book that will be relevant and meaningful for children years in the future. This involves the editor's awareness of serious changes in knowledge that could contribute to paradigm shifts, and knowledge of changing social norms. A related issue is the amount and kind of change that can be reflected in a textbook without damaging its appeal to prospective purchasers, i.e., the author's or editor's commitment to accuracy and utility versus the publisher s responsibility to its shareholders. A textbook author or editor must also be aware of the changes that occur in language, not only the language of mainstream culture, but the languages of teenagers and minority groups. In addition to the issues already addressed, the textbook author or editor may be involved in the question of whether textbooks should be politically correct, a charge often leveled at textbooks that address gender issues. Finally, there is the matter of textbooks, provided free to budget-strapped school districts by businesses, special interest groups, and governments, that promote the donors agendas or points of view. (Contains a figure illustrating "The Textbook's Niche in the Ecology of Education," and 25 references.) (MAH)

ED 399 248 SP 036 902

Swanson, Julie D.; Finnan, Christine
School Improvement and Action Research: Two Paradigms.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Action Research; Blacks; *Educational Change; Elementary Education; Elementary School Teachers; Participative Decision Making; Rural Schools; School Based Management; *School Restructuring;

Assessments with the Perceptions of Principals, Students, and Parents.
PUB DATE- 9 Apr 96
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Educational Environment; Elementary Secondary Education; *Evaluation Methods; Grading; Homework; Instructional Effectiveness; Parent Attitudes; *Principals; *Self Evaluation (Individuals); *Student Attitudes; *Teacher Evaluation; *Test Construction

While teachers traditionally have been evaluated by school administrators, the call for multiple and variable lines of evidence in teacher evaluation has had many proponents. To evaluate the use of multiple judges, teacher ratings from four judges using a common evaluation instrument were compared for 93 teachers from grades three and above. Thirteen to 15 students assigned to each teacher and 6 to 18 parents of their students complete evaluations. The teachers (n=108) themselves and the principals of their schools also participated. Subscores on the prepared evaluation instrument were determined for each teacher in the areas of classroom environment, grading, homework, communication, instruction, and interpersonal relationships. The highest ratings were given by principals, and the second highest ratings were by teachers themselves, although the population means provided by teachers only differed significantly from those of the principal in the homework subcategory. However, the correspondence between these two sets of ratings was low. Teacher ratings by parents and students, while quite high, were lower than those given by teachers and principals in each of the six areas, and teachers were viewed less positively by students than by parents. Findings suggest that use of multiple judges may provide unique perspectives on teacher performance, resulting in fairer and more comprehensive evaluations. (Contains 1 figure, 16 tables, and 37 references.) (SLD)

ED 399 268 TM 025 355

O'Donnell, Christopher S.
Development and Implementation of a Caseworker Performance Evaluation Instrument that Correlates to the Caseworker's Job Description in a Private Foster Care Agency.
PUB DATE- 95
NOTE- 69p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Caseworkers; Comparative Analysis; *Evaluation Methods; Foster Care; Performance Factors; *Personnel Evaluation; Private Sector; *Scoring; Social Agencies; *Test Construction

A new evaluation instrument was developed to measure the performance of caseworkers at a private foster care agency. It was designed to correlate directly with the caseworker's job description and to provide better data than the previous evaluation tool. Scoring forms were developed to compare the previously used evaluation instrument and the new one. Casework

A Review of Cash Management Policies, Procedures and Practices of Mississippi's Institutions of Higher Learning.
PUB DATE- 20 Nov 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Administration; Conflict of Interest; Educational Finance; *Financial Audits; *Financial Policy; *Governance; Governing Boards; Higher Education; *Money Management; Policy Formation; Program Evaluation; Public Agencies; Resource Allocation; *State Boards of Education; State Colleges; State Legislation; *State Programs; State Universities; Trustees
IDENTIFIERS- *Mississippi

This report to the Mississippi Legislature presents the findings of a review of the cash management policies, procedures, and practices of the State Board of Trustees of Institutions of Higher Learning (IHL). The methodology involved review of: applicable Mississippi statutes; standards promulgated by the National Association of College and University Business Officers; IHL entities' policies, procedures, and reports; interviews with Board and state officials and staff; and a survey of financial institutions with which IHL entities had contractual relationships. Among findings were the following: some university officials and IHL board members with cash management responsibilities also had financial interests in financial institutions with which their respective universities or offices were doing business; some institutions and the IHL central office did not have required contracts or formal cash management/investment policies and procedures; and there was inadequate state oversight of endowments. It was recommended that: (1) the Board of Trustees of Institutions of Higher Learning should establish a policy prohibiting officials/employees from having any conflicting financial interests; and (2) the Legislature should amend the Mississippi Code concerning public employees business relationships to prohibit being an officer or stockholder of banks or other financial institutions with which their employing agencies do business if the employees have financial management responsibilities. (JLS)

ED 398 823 HE 029 443

Cash Management Review of the Central Office of the Board of Trustees of Institutions of Higher Learning.
PUB DATE- 10 Jul 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Administration; Educational Finance; *Financial Audits; *Financial Policy; Governance; Governing Boards; Higher Education; *Money Management; Policy Formation; Public Agencies; *State Boards of Education; State Colleges; State Legislation; *State Programs; State Universities; Trustees
IDENTIFIERS- *Mississippi

This report to the Mississippi Legislature presents the findings of a review of the central office of the State Board of Trustees of Institutions of Higher Learning (IHL). The review committee sought to determine if the accounting practices and external controls over the IHL central office ensured an adequate level of accountability for public funds. The review committee reviewed Mississippi statutes, interviewed personnel innovation; enhancing the work force; improving the quality of life; and public service, such as outreach programs that help solve social problems. The report concludes that state and land-grant institutions have been successful in using state funding as seed money to generate jobs and other revenue. Most of the document presents detailed data on direct and long-term benefits for specific institutions in the Northeast (12), Southeast (15), Midwest (14), and West (14). A list of supplementary reports concerning individual universities is also included. (CK)

ED 398 843 HE 029 464

Unruh, David; And Others
The Importance of Tracking Doctoral Recipients.
PUB DATE- Apr 96
NOTE- 6p.; Inaugural issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Outcomes Assessment; Databases; *Doctoral Degrees; Doctoral Programs; Employment Level; *Employment Opportunities; Employment Statistics; Fellowships; *Graduate Students; *Graduate Surveys; Higher Education; *Job Placement; *Professional Development
IDENTIFIERS- *University of California Los Angeles

This article focuses on issues related to outcomes for doctoral degree recipients and the efforts of the University of California at Los Angeles (UCLA) to develop a coherent and consistent approach to employment tracking. Recent (1994-95) UCLA doctoral recipients (n=893) were surveyed concerning their initial employment placements. The article notes UCLA's effort to organize data on graduate students into a relational database and the university's cooperation with related national research efforts. The survey of exiting graduate students examined their immediate post-PhD status; the relationship of their position to their doctoral training; and the permanence of this position. Respondents' specializations were aggregated into the following fields of study: humanities, life sciences, physical sciences, social sciences, education and information science, engineering, other campus professional schools, health science academic programs, and health science professional schools. Analysis of survey responses led to aggregating employment choices into four categories: (1) postdoctoral fellowship/study; (2) college or university faculty; (3) research positions; and (4) "other" employment. Findings revealed that employment outcomes for survey respondents were almost evenly divided among these four categories, that 86 percent of these doctoral recipients were entering employment related to their doctoral training, and 55 percent saw the placement as a career placement. (CK)

ED 398 844 HE 029 465

South Dakota Public and Private Colleges and Universities: Fall 1995 Enrollment.
PUB DATE- Jun 96
NOTE- 143p.; For 1994 enrollment data, see ED 389 248.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; *College Students; *Enrollment; Enrollment Trends; Full Time Students; Graduate Students;

Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Networks; Computer Uses in Education; Conference Papers; Content Analysis; Doctoral Dissertations; *Educational Research; *Educational Technology; Educational Television; *Educational Trends; Elementary Secondary Education; Higher Education; Instructional Development; Professional Development; Technological Literacy; Trend Analysis
IDENTIFIERS- ERIC; ERIC Digests; Professional Journals

A content analysis was performed to determine the trends in the field of educational technology for the period October 1, 1994 through September 30, 1995. Sources for the analysis included five leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered into the ERIC database. The analysis was complemented by the examination of supplementary documents to confirm the trends indicated in the content analysis. This Digest highlights the trends identified in the study. Trends reveal that: (1) computers are pervasive in schools and higher education institutions--virtually every student in a formal education setting has access to a computer; (2) networking is one of the fastest growing applications of technology in education; (3) access to television resources in the school is almost universal; (4) advocacy for the use of educational technology has increased among policy groups; (5) educational technology is increasingly available in homes and community settings; (6) new delivery systems for educational technology applications have grown in geometric proportions; (7) there is a new insistence that teachers must become technologically literate; and (8) educational technology is perceived as a major vehicle in the movement toward education reform. (Contains 11 references.) (Author/AEF)

ED 398 862 IR 018 039

Abramson, Trudy, Ed.; And Others
HyperNexus: Journal of Hypermedia and Multimedia Studies. 1995-96.
PUB DATE- 96
NOTE- 105p.; For volume 5, see ED 391 475.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Software; *Computer Uses in Education; Design Preferences; Early Childhood Education; Electronic Publishing; Futures (of Society); *Hypermedia; Information Sources; Instructional Development; Interactive Video; Internet; *Multimedia Materials; Sound Effects; Virtual Reality; World Wide Web
IDENTIFIERS- HyperCard; Interactive Videodisks; LinkWay; Technology Integration

This document consists of one volume year (four quarterly issues) of the journal "HyperNexus," containing articles on hypermedia and multimedia use in education. Article topics include future uses of the technology; interactive videodisks in early childhood education; language-learning software; tips for using LinkWay, HyperCard, electronic publishing software, and similar tools; virtual reality; instructional technology integration; adding sounds to hypermedia environments; World Wide Web technology and information sources; helping students design they develop computer applications where they can implement their own ideas. (SWC)

ED 398 880 IR 018 060

Barron, Ann; Ivers, Karen
An Internet Research Model.
PUB DATE- 96
NOTE- 6p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Elementary Secondary Education; Evaluation Methods; *Information Literacy; Information Retrieval; *Internet; Online Searching; Online Systems; *Relevance (Education); Research Methodology; *Research Tools; Thinking Skills; User Needs (Information)
IDENTIFIERS- Collaborative Inquiry; Collaborative Research; Meaningfulness

Meaningful Internet activities should take advantage of the distance, multiple resources, and speed that telecommunications can offer. They should also require K-12 students to synthesize, analyze, and evaluate the information, rather than simply collecting facts. This paper focuses on basic, advanced, and original research activities of the Internet. Basic research refers to retrieving information from a single, often preselected, online source; advanced research includes a wider variety of sources and involves high-order thinking skills; and original research focuses on using the Internet to conduct investigations through surveys and collaborative experiments. Alternatives to online research are examined and a six-step procedural model is proposed for conducting relevant and meaningful Internet activities. The online research model consists of: (1) questioning; (2) planning; (3) gathering (online); (4) sorting & sifting; (5) synthesizing; and (6) evaluating. (Author/SWC)

ED 398 881 IR 018 061

Chiou, Guey-Fa; Wu, Cheng-Chi
A Computer Curriculum Guideline for Junior High Schools in Taiwan: Its Impacts and Issues.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; Computer Uses in Education; Course Content; Curriculum Development; *Curriculum Guides; Educational Administration; *Educational Technology; Foreign Countries; *Junior High Schools; *National Programs; Professional Development; Teaching Methods; Textbook Preparation
IDENTIFIERS- *Taiwan

A computer curriculum guideline for Taiwan junior high schools was announced in 1994 and will be nationally implemented in 1998. Due to the specific educational system in Taiwan, the guideline will affect computer textbook writing, computer the training and support necessary to help students learn to use computers and the information superhighway; (2) all teachers and students will have modern multimedia computers in their classrooms; (3) every classroom will be connected to the information superhighway; and (4) effective software and on-line learning resources will be an integral part of every school's curriculum. A partnership between the private sector, state government, local communities, and the federal government is necessary to achieve these goals. This report presents a framework that states and local communities can use in developing local plans of action that will support the use of technology in achieving high standards of teaching and learning in all classrooms for all students. The report includes sections on: Technology Literacy: A National Priority; Benefits of Technology Use; Reaching the Technology Goals; and Roles Supporting Local Action Plans. Appendices include: background information on how this plan was developed; a list of sources of federal support for technology in education, a state-by-state breakdown of state support for technology in education; and a list of sources for further information. (Contains 106 references.) (SWC)

ED 398 900 IR 018 081

Swaak, Janine; And Others
Support for Simulation-Based Learning; The Effects of Model Progression and Assignments on Learning about Oscillatory Motion.
PUB DATE- Mar 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Assignments; College Students; *Computer Simulation; *Discovery Learning; Foreign Countries; Higher Education; Knowledge Level; *Models; *Physics; Predictor Variables; Pretests Posttests; Science Instruction; Testing; Undergraduate Students
IDENTIFIERS- Cognitive Load; Netherlands; Transaction Log Analysis

In this study, learners worked with a simulation of harmonic oscillation. Two supportive measures were introduced: model progression and assignments. In model progression, the model underlying the simulation is not offered in its full complexity from the start, but variables are gradually introduced. Assignments are small exercises that help the learner to define goals during discovery learning. Subjects were 63 first year students in physics at a university level. Three experimental conditions were created: in one, learners received a computer simulation together with model progression and assignments; in the second, only model progression was added; and in the third (control) condition, neither model progression nor assignments were available. For measuring learning results, three types of tests were used: a definitional test, measuring students' factual knowledge of the domain; an intuitive test, measuring students' insight; and a test measuring students' propositional knowledge. The definitional and intuitive test were used as pre- and post-test, and the propositional test was only used as a post-test. All student actions were logged and several aspects of cognitive load were measured with an electronic questionnaire. Results showed a small gain in definitional knowledge for all three conditions. The gain in intuitive knowledge was considerable, and differed across the experimental groups in favor of the conditions with assignments and/or model progression compared to the control condition. The

Local Area Network: What Can a Library Do with It?
PUB DATE- 95
NOTE- 9p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Comparative Analysis; *Computer Uses in Education; Databases; Delivery Systems; Higher Education; *Information Dissemination; *Information Technology; Internet; *Library Instruction; *Library Services; *Local Area Networks; Reliability
IDENTIFIERS- Academic Computing; Campuswide information Systems; New Mexico State University Alamogordo

With the ever growing interest that libraries have in the Internet, the potentials of other computer resources may be overlooked or under-utilized. One such resource is the campus local area network (LAN). For libraries, a campus LAN presents possibilities ranging from simple library promotion to networked databases. The Internet provides unlimited but sometimes unreliable resources; a local area network can provide controlled, relatively reliable and custom-tailored resources and services for a campus. New Mexico State University-Alamogordo Library attempts to make use of the campus LAN to enhance and expand upon traditional resources offered to users, and also to provide new and unique library services. This paper describes how the library makes use of the campus LAN in library instruction, library services, automation supplement, database access, and library promotion. Reproductions of computer screens are included which depict and list resources available on the Library Noticeboard. (Author/SWC)

ED 398 919 IR 055 977

Siders, Bill
Open Internet Access in a Structured School Environment: "Controlling Chat Lines During Study Hall."
PUB DATE- 95
NOTE- 7p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Mediated Communication; Computer Networks; Computer Terminals; Computer Uses in Education; *Educational Policy; *Eligibility; Internet; *Military Schools; Problems; Secondary Education; Study; Two Year Colleges; *Users (Information)
IDENTIFIERS- *Academic Computing; Age Appropriateness; Computer Services; Computer Use; New Mexico; Restrictive Procedures

At the New Mexico Military Institute (NMMI), both a four-year high school and a two-year junior college, students spend weekday evenings at their desks in mandatory study hall. The goal of NMMI for its campus network is to have a network tap on the desk of each cadet (as well as faculty and administrative staff). The Internet, now already implemented, is an open of all LMCs, both up from only 1% in 1988. LMCs in 35% of Wisconsin schools provide online database searching for teachers, and 32% provide the service to students, compared to only 6% of LMCs who had online database access in 1988. Job expectations of library media specialists have also expanded dramatically with new technologies; 62% of library media programs are responsible for coordinating instructional computing, compared to 53% in 1988. Automated library catalogs now exist in two-thirds of LMCs, up from only 2% in 1988. More than half of all LMCs have some type of "hypertext" software for students to use, 42% have at least one multimedia station, 19% provide access to a still video camera, and 30% have a computer graphics/motion program, all of which were unavailable in 1988. A copy of the survey is provided. (Author/SWC)

ED 398 937 IR 055 997

Bolles, Charles A.
Idaho's Network of Libraries: A Statewide Plan for Multi-Type Library Cooperation and Resource Sharing 1996-1999.
PUB DATE- Feb 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Information Technology; *Interlibrary Loans; Librarians; Library Collections; *Library Cooperation; Library Education; Library Expenditures; Library Funding; Library Instruction; *Library Networks; Library Services; Reference Materials; Reference Services; Search Strategies; *Shared Library Resources; State Programs; *Statewide Planning; User Needs (Information)
IDENTIFIERS- *Idaho; Multitype Library Cooperation

This plan describes the status of multi-library cooperation and resource sharing in Idaho and outlines possible ways of developing an infrastructure which supports those activities. The end result will be regional multi-type library organizations with well-developed governance structures which support resource sharing activities locally, regionally, and statewide through the use of appropriate technology. The primary focus of the plan is on statewide and state-level library activities. The plan is intended to provide a broad framework for statewide planning activities, as well as to provide Idaho librarians, library policy makers, and funding authorities with a framework for local library planning efforts. The plan defines and describes eight goals: (1) every Idahoan is able to access and use information and library services; (2) every Idaho library has direct access to stable, cost-effective telecommunications; (3) every Idahoan has access to local, community, statewide, regional, national, and international information systems containing library holdings, government information, and reference sources; (4) every Idahoan receives requested information in an appropriate format and a timely manner; (5) every Idaho library has full access to a program of statewide and regional network services; (6) every Idaho librarian has the training and support necessary to participate in multi-type library cooperation and resource sharing; (7) members of the Idaho library community understand their roles in statewide resource sharing and actively participate in an ongoing planning and evaluation process for multi-type library cooperation and resource sharing; and (8) Idaho libraries and their parent/funding organizations are aware of and accept the responsibility for the financial, Based on information from "Georgia Trend" magazine examining economic conditions across Georgia, Gainesville College (GC) is expected to experience an expanding base of students over the next 5 years. With respect to Hall County and the nine contiguous counties that make up GC's service area, data indicate a population growth in the region, growth in employment, increases in total buying power and per capita personal income, potential industrial and residential development, a diversified economy, and the possible need to establish a university system within the largest county of Gwinnett. With respect to employment trends, the globalization of markets will favor jobs linked to transportation; wholesale and retail trade; hotels and lodging places; and financial, legal and business services. Low-skilled positions and white collar middle management, however, will suffer reductions. Increased reliance on digital information, automation, and mechanization will create jobs for educated workers, help flatten the corporate structure, and also eliminate many repetitive unskilled jobs. In addition, occupations geared towards customizing markets for consumers who demand more choice, convenience, and low prices can be expected to flourish. Finally, the fastest growing job markets will be the professional specialty occupations, such as teaching, computer-related fields, and health care providers, growing at a rate of 2.4% annually. Data tables are included. (TGI)

ED 398 956   JC 960 457

Hamilton, John
The Academic Computing, Tutoring, and Testing (ACTT) Center Survey--Spring 1996.
PUB DATE- Jul 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Computer Centers; Learning Laboratories; *Learning Resources Centers; *Participant Satisfaction; Program Effectiveness; School Surveys; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; Use Studies
IDENTIFIERS- *Gainesville College GA

As part of an effort to evaluate the Academic Computing, Tutoring, and Testing Center, Gainesville College, in Georgia, surveyed 672 students in morning classes, 424 students in evening classes, and all faculty and staff to determine their use of and satisfaction with the Center. Faculty and staff responses were received from 79 individuals, including 50 faculty members, 11 administrative, and 18 staff members. Study findings included the following: (1) 50% of the student respondents spent 1 to 5 hours in the Center each week, while 8.7% indicated that they had never used it; (2) the most commonly reported use of the Center by students was for classroom assignments requiring the use of a computer, cited by 759 respondents; (3) all 38 dimensions of the Center included on the survey received ratings of "adequate" or "very adequate" by 84% or more of the students, while the highest rated dimensions were computer hardware and software; (4) the dimensions receiving the highest percentage of "very adequate" ratings by faculty were willingness to offer orientation classes, hours of operation, willingness of staff to discuss problems, and willingness to help special needs students; and (5) the dimensions receiving the lowest number of "very adequate" ratings by faculty were the condition of the

Focusing on problems in the teaching/learning process related to the classroom atmosphere, this book demonstrates problems related to gender bias in the classroom, discusses the implications of these and other problems, and offers suggestions for improving the teaching/learning environment. The first section describes the importance of classroom atmosphere in the teaching/learning process, highlighting research showing the effect of gender bias on the relative achievement of females and males and discussing the concept of the "chilly climate" faced by women in college classrooms. The next section focuses on creating a welcoming and inclusive classroom environment, providing tips for faculty related to building rapport with students, promoting student interaction, and encouraging student participation. Next, elements of a feminist, egalitarian pedagogy are described and strategies are provided for dealing with unequal power relationships in three areas: the relationship between students and course content, student-faculty power relationships, and student-to-student power relationships. A review is then presented of collaborative and cooperative learning and strategies are described for encouraging student interdependence, interaction, and individual accountability. Finally, the relationship between language and classroom atmosphere is discussed and strategies are presented to help faculty make the classroom more hospitable, including paying attention to classroom interaction patterns, intervening in communication patterns, and responding to males and females in similar ways. Contains 56 references. (HAA)

ED 398 974 JC 960 532

York, Dwight A.
The Challenges of Implementation and System Building--The State Leaders Panel.
PUB DATE- 24 Jun 96
NOTE- 7p.; Paper presented at "Skills for the Future," a National School-to-Work Conference Showcasing Wisconsin's Innovative and Exemplary Programs and Initiatives (Madison, WI, June 24-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Exploration; *Change Strategies; Community Colleges; *Educational Improvement; Educational Quality; *Improvement Programs; *Institutional Cooperation; Instructional Effectiveness; *Labor Force Development; State Programs; Two Year Colleges
IDENTIFIERS- Wisconsin Technical College System

With respect to the educational attainment of students and skill levels of the labor force, America cannot compete well on an international stage. Comparative international examinations reveal that American students know less than their counterparts in other advanced industrial countries. To help improve students' skill and educational levels, the 16 colleges in the Wisconsin Technical College System (WTCS) have worked together to improve school-to-work implementation and system-building by promoting reform, organizing and coordinating programs, and providing staff development and instructional facilities. Specific school-based initiatives have included efforts to modernize curricula and teaching approaches, provide staff development and business exposure for teachers, develop applied and integrated curricula, improve the articulation and

ED 398 991 JC 960 586

Gardner, R. Gene
Southeastern Community College Annual Progress Report, December 1995.
PUB DATE- Dec 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Planning; Community Colleges; Educational Facilities; *Educational Finance; *Educational Improvement; *Enrollment; Expenditures; Income; *Institutional Characteristics; Organizational Development; *Program Improvement; School Demography; Two Year Colleges
IDENTIFIERS- *Southeastern Community College IA

Presenting information on the status of Southeastern Community College (SCC), in Iowa, this annual progress report highlights basic institutional data, financial information, and improvements and planned changes of the college as of 1995. Part 1 presents basic data on SCC, including facility locations, assessed property valuation, district demographics, employee information, tuition and fees for 1994-95 and 1995-96, 1994 enrollments, continuing education enrollments, accreditation status, and county levy approval. Part 2 provides a statement of SCC's general fund for 1994-95 and projected statements for 1995-96, indicating that for 1994-95 the college had total revenues and expenditures of $11,321,400. Finally, part 3 summarizes improvements and planned changes in the following areas: (1) instruction; (2) students and student services, focusing on counseling and admissions, registration, financial aid, residence halls, and activities and athletics; (3) finances, business operations, and administration, emphasizing institutional advancement, and economic development; (4) facility construction; (5) the alumni association; (6) the SCC Foundation, listing awarded scholarships and fundraising events; (7) continuing education, highlighting the areas of agriculture, business and management, emergency medical services, family and consumer science, health occupations, trades and industry, adult basic education, and a displaced homemaker program; and (8) SCC's job training partnership. Appendixes include a district map, organizational charts, and personnel lists. (TGI)

ED 398 992 JC 960 587

Southeastern Community College Strategic Plan, August 1996.
PUB DATE- Aug 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *College Planning; Community Colleges; *Educational Improvement; *Educational Strategies; *Institutional Mission; Organizational Development; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Southeastern Community College IA

This report highlights a 1996 strategic plan developed by Southeastern Community College (SCC), in Iowa, after an exhaustive review of an existing plan and the identification of new institutional goals. Following SCC's educational philosophy

The curriculum itself is divided into four areas: (1) "Being," knowing and accepting oneself, feeling capable, and using one's body to express oneself in positive ways; (2) "Feeling," identifying and accepting one's feelings, understanding how feelings may be expressed verbally and nonverbally, and learning coping skills for dealing with difficult situations and feelings; (3) "Relating," listening and communicating with family and friends, developing skills to maintain meaningful relationships, valuing all living things; and (4) "Thinking," exercising and enjoying one's growing imagination, building knowledge and thinking skills from one's experiences, and understanding and using language effectively. A section on "Experiencing Literature" is also included. Each area of the curriculum has the following subareas: (1) "Introduction, Goals, Developmental Considerations"; (2) "Being Feeling, Relating, Thinking in Your Classroom"; (3) "Teacher's Role"; (4) "Experiences"; and (5) "Resources." The bulk of the guide is comprised of the descriptions of classroom experiences, each of which details the benefits to the children, the materials needed, the groundwork necessary, and the implementation of the experience. (KDFB)

ED 399 010 PS 024 303

Silon, Armand H.
A Guide to Model Head Start Position Descriptions.
PUB DATE- Sep 83
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Coordinators; Employees; *Employment Qualifications; Health Personnel; *Occupational Information; Parent Participation; Personnel Evaluation; *Personnel Selection; Professional Personnel
IDENTIFIERS- Chief Financial Officers; Coordinators of Handicapped Services; Educational Coordinators; Health Coordinators; Parent Coordinators; *Project Head Start; Social Services Coordinators

This guide is designed to assist users in developing or modifying position descriptions for key Head Start jobs. It offers suggested formats for position descriptions and presents extensive lists of duties, functions, and responsibilities, which may be tailored by local programs to fit particular circumstances. The introduction provides information on the purposes and functions of position descriptions and guidelines on the use of the model position descriptions. The bulk of the document is comprised of the position descriptions and responsibilities for the following positions: (1) Head Start Director; (2) Education Coordinator; (3) Social Services Coordinator; (4) Parent Involvement Coordinator; (5) Health Coordinator; (6) Handicapped Coordinator; and (7) Fiscal Officer. (KDFB)

ED 399 011 PS 024 311

Transformations: Kentucky's Curriculum Framework. Volumes I and II.
PUB DATE- Sep 95
NOTE- 534p.
LANGUAGE- English

"Training Caregivers"; (6) "Delivering Services to Children"; (7) "Reforming Formal Education Systems to Include Preschoolers"; and (8) "Educating through the Mass Media." Contains 103 references. (BGC)

ED 399 028 PS 024 416

Seppanen, Patricia S.
Leadership and Change: What Works and What Doesn't and Self-Reflection Strategies.
PUB DATE- Jun 96
NOTE- 24p.; Papers presented at the Annual Conference of the National Association for the Education of Young Children's National Institute for Early Childhood Professional Development (5th, Minneapolis, MN, June 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Leaders; Leaders Guides; *Leadership; Leadership Qualities; *Organizational Change; Resistance to Change; Self Evaluation (Individuals)
IDENTIFIERS- *Barriers to Change; Change Analysis

This two-part report outlines advice on functioning as a leader during periods of change, examining such topics as the change process, failure of reforms, and issues of self. The first section begins by stating "Five Principles" for managing change, including: (1) identify the adaptive challenge; (2) regulate distress; and (3) direct disciplined attention to the issues. This section next offers seven tips on "Leadership and Self," such as (1) distinguish self from role; (2) externalize any conflict; and (3) find a sanctuary. The next two topics, "Why Reforms Fail" and "Propositions for Success," are discussed in greater detail, with seven facets of each topic examined. Reasons for failure of reforms include: (1) faulty maps of change; (2) symbols over substance; and (3) impatient and superficial solutions. Success can be achieved by knowing, among other facts, that problems are our friends; (2) change is resource-hungry; and (3) all large-scale change is implemented locally. The first section concludes with "Mapping the Change Process," which includes suggestions on identifying desirable outcomes and those that have been achieved, and developing a common theory of change or action. The second part of the report deals with "Self-Reflection Strategies," explaining the importance of self-reflection and introducing four strategies to be used in monitoring and reflecting on the progress of a change effort, including reflecting on the expectations of key players, and reflecting on the dynamics and decision-making processes of the group. The report's appendix includes an "Interorganizational Linkage Matrix," implementation checklist, organization dimensions scale, and "Stages of Development" chart. (EV)

ED 399 029 PS 024 417

Huntsinger, Carol S.; And Others
Different Cultures, Different Competencies: A Comparison of Chinese-American and Euro-American First and Second Grade Children.
PUB DATE- Mar 96
NOTE- 20p.; Paper presented at the Biennial Conference on Human Development (14th, Birmingham, AL, March 29-31, 1996).
LANGUAGE- English

exploratory centers to familiarize students and teachers with the center process; (4) "About Projects" is a step-by-step account of the establishment and maintenance of projects; and (5) "Picture-Essay Project" is a detailed account of a sample first project. Section 2, "Putting It All Together," consists of six chapters, each of which includes exploratory and structured center activities and projects for different units: the brain, ocean life, pirates and discovery, space, colors, and creepy critters. Two appendices provide suggestions for junk-box items, and recipes for items such as soap paint and play dough. Contains 78 references. (KDFB)

ED 399 046 PS 024 465

Tirri, Kirsi
The Themes of Moral Dilemmas Formulated by Preadolescents.
PUB DATE- 11 Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Early Adolescents; Foreign Countries; *Gifted; *Moral Development; *Moral Issues
IDENTIFIERS- Finland

This study compared themes of moral dilemmas constructed by 12- and 13-year-olds from a Finnish public school and a special school for academically gifted students. Participating were 87 sixth graders, representing the general population of adolescents, and 27 gifted adolescents. Students were given 30 minutes to write a story representing a realistic moral problem. A descriptive content analysis of the themes of the stories was used to develop 10 main theme categories. One theme was identified for each story. Results indicated that the themes of the moral dilemmas included peer relationships, alcohol and smoking, family and divorce, illicit drug use, self concept conflicts, animal rights, stealing, life and death involving murder or suicide, reporting a witnessed infraction, and harassment. In both the gifted and general populations, most of the dilemmas related to peer relationship conflicts and interpersonal issues. None of the stories of gifted students dealt with conflicts over alcohol or smoking, drugs, or self concept. All the conflicts focusing on self concept, alcohol and smoking, and animal rights were written by girls. Only boys wrote about conflicts dealing with life and death issues. (Two appendices detail the instructions and provide story examples.) (KDFB)

ED 399 047 PS 024 466

Nicol, Debbie
Thought for Food: A Starting Point for Children's Nutritional Meals. Accreditation and Beyond Series, Volume I.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

legislation that jeopardizes family programs. Designed for community-based program providers, this guide asserts the importance of advocacy for families at the state and federal legislature level. Sections of the guide are: (1) "What Is Public Policy?" (2) "What Is Advocacy?"; (3) "Involving Parents," giving reasons to involve parents in the advocacy process; (4) "A Step-by-Step Guide to Advocacy"; (5) "What's the Occasion?," detailing steps for advocacy, including forming an advocacy team, finding out who represents you, and meeting with your lawmakers; (6) "The Pay-Off," asserting that advocacy is the way to make government responsive to the needs of children, youth, and families; and (7) "Lobbying Rules for Tax-Exempt Nonprofits." Short case studies of three different advocacy efforts are included. (BGC)

ED 399 064   PS 024 498

Prestine, Joan Singleton
Mom and Dad Break Up and Helping Children Understand Divorce: A Practical Resource Guide for "Mom and Dad Break Up." Kids Have Feelings Too Series.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; Anger; Annotated Bibliographies; Books; Childrens Literature; *Coping; Diseases; *Divorce; *Emotional Adjustment; Emotional Development; Emotional Experience; *Emotional Response; Family (Sociological Unit); Fear; Group Activities; Guilt; Helplessness; Individual Activities; Interpersonal Communication; Loneliness; Mental Health; Parent Materials; Sadness; Self Esteem; Well Being; *Young Children
IDENTIFIERS- Acceptance; Discouragement; Hopelessness; Shock

Based on the recognition that nearly all children will experience the direct or indirect effects of divorce through their relatives or friends, and that many children do not openly share their feelings, this book is a guide to help adults assist children from preschool to grade 3 in understanding and dealing with the emotions arising from the experience of divorce. An introductory section discusses common effects of divorce on children of different ages and the importance of communication. The guide provides suggestions and activities for communicating with children, recognizing their feelings, and helping them cope constructively with the changes that come with divorce as presented in the included picture book. The picture book presents the story of a young boy dealing with his parent's divorce. The bulk of the guide is devoted to activities related to particular emotions presented in the picture book: shock, discouragement, anger, sadness, loneliness, hopelessness, guilt, helplessness, illness, fear, and acceptance. An annotated bibliography of parent resources and books for children is included in the guide. A list of support groups concludes the publication. (KDFB)

ED 399 065   PS 024 499

McIntyre, Michael J.; Steuerle, C. Eugene
Federal Tax Reform: A Family Perspective. Report and Executive Summary.

Childrens Art; Childrens Writing; Classroom Environment; *Coping; Early Childhood Education; Emotional Adjustment; Emotional Experience; Freehand Drawing; Instructional Materials; Preschool Education; Psychotherapy; Story Reading; Story Telling; *Stress Management; Teaching Methods; Well Being; *Young Children

Children experience a wide variety of life experiences that are stressful to them. Children's stories and drawings allow adults to understand children's perceptions and reactions, and picture books enable children to experience stressors safely in a supportive setting. This paper describes a storytelling and drawing intervention based on art therapy, bibliotherapy, and other child psychotherapy techniques for use by teachers of young children coping with stress. The paper emphasizes the complex nature of stress and the wide range in children's abilities to cope with stress, discusses various child psychotherapy methods, and differentiates teachers' and therapists' roles. Several suggestions for using this intervention are offered, including preparing the physical and interpersonal environment, deciding on methods and criteria for picture book selection, identifying topics for picture books, and obtaining available art supplies used by children with little or no instruction. The paper also describes the steps involved in the intervention: (1) selecting the theme, generally an experience that causes stress for young children, and then selecting a picture book that reflects this theme; (2) reading the storybook, focusing more on pictures than text, and then reviewing the story; (3) drawing a story with the children, focusing on personal expression; (4) asking the children to tell a story about their pictures and helping them understand the thematic material presented in the drawings and stories; (5) writing down the story, based on the drawing; and (6) reading the completed stories to the children or making them available for the children to look at and read as they choose. (KDFB)

ED 399 082 PS 024 545

Chase-Lansdale, P. Lindsay, Ed.; Brooks-Gunn, Jeanne, Ed.
Escape from Poverty: What Makes a Difference for Children?
PUB DATE- 95
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Childhood Attitudes; *Children; Child Support; Day Care; Day Care Centers; Disadvantaged; *Economically Disadvantaged; Economic Factors; Employed Parents; Employed Women; Fathers; Health Care Costs; Health Insurance; Health Needs; Health Programs; Incidence; Individual Development; Intergenerational Programs; Legal Responsibility; *Low Income; *Low Income Groups; Minority Groups; Mothers; One Parent Family; Parent Child Relationship; Parent Responsibility; Parent Role; *Policy; *Poverty; *Poverty Programs; Research Needs; Social Change; Social Environment; Surveys; Welfare Recipients; Welfare Services; Well Being
IDENTIFIERS- Child Care Legislation; Child Care Needs; Child Support Enforcement; Family Support Act 1988; People of Color; Welfare Reform; Welfare to Work Programs

Children's poverty rate in the United States, over 20%, exceeds that of all industrialized nations except Australia. This interdisciplinary book examines the impact of changing public policies on children. Section 1 gives a current and historical other resources pertaining to Latin America that were available on the Internet as of February 1996. Part 1 lists 15 World Wide Web (WWW) URLs that link to other subject or geographical lists of Internet sites providing Latin American resources. Part 2 lists approximately 115 information products and services available from universities, government agencies, and nongovernmental organizations, primarily in Latin America and the United States Southwest. Most resources are accessible via WWW, gopher, or FTP. The sites are fairly stable and offer unique databases, documents, directories, and other resources useful for Latin American research. Topics include bilingual education, national and regional news, economic and environmental issues related to the United States-Mexico border, academic and research networks, country databases, travel and cultural programs, Chicano and Latino research, technology and telecommunications, university information, colonias on the United States-Mexico border, social sciences databases in Latin America, educational exchange programs at the secondary and college level, indigenous peoples, Latin American history, Latin American culture, corporations, international commerce, human rights and social justice issues, teaching resources for secondary school teachers, migration, and economic development. Each entry includes a brief description. Part 3 lists 80 listservs and 21 USENET newsgroups concerned with Latin America and Latinos in the United States and elsewhere. Part 4 contains 32 references on networking in Latin America. (SV)

ED 399 099 RC 020 473

Leue, Mary M., Ed.; And Others
SKOLE: The Journal of Alternative Education, 1995.
PUB DATE- 95
NOTE- 567p.; For Volumes 10 and 11, see RC 020 007-008. Published quarterly.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; *Childrens Writing; Compulsory Education; Conformity; *Educational Experience; Educational Philosophy; *Educational Practices; *Educational Principles; Elementary Secondary Education; *Free Schools; Home Schooling; *Nontraditional Education; Public Education; Relevance (Education); Small Schools; Teaching Experience
IDENTIFIERS- Student Empowerment

The four issues of "Skole" published in 1995 include articles examining alternatives to public education and the value of free schools. Free schools offer an unstructured curriculum in which comparisons between students are eliminated and students are empowered to be responsible for their learning. Proponents of this approach to education believe that public schools fail by maintaining the status quo and suppressing student abilities through conformist educational practices. Articles cover the disadvantages and outcomes of compulsory public education; developing a relevant curriculum that encourages critical thinking; home schooling; the political aspects of public education; parent information on child rearing; effective teaching practices; teaching children values; and book and film reviews. Two of the journal issues are devoted to writings and other work by students at the Free School in Albany, New York. These writings represent student learning, creative writing projects, and student educational experiences. (LP)

ED 399 100 RC 020 587

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- *Acculturation; American Indian Culture; *American Indian History; American Indian Reservations; *Boarding Schools; Cultural Maintenance; Educational History; Educational Policy; Elementary Education; *Federal Indian Relationship; Outcomes of Education; *Reservation American Indians
IDENTIFIERS- *Kiowa Apache (Tribe); *Rainy Mountain Boarding School OK

Between 1893 and 1920, the U.S. government attempted to transform Kiowa children by immersing them in the forced assimilation program that lay at the heart of that era's Indian policy. Committed to civilizing Indians according to Anglo-American standards of conduct, the Indian Service effected the government's vision of a new Indian race that would be White in every way except skin color. Reservation boarding schools represented an especially important component in that assimilationist campaign. The Rainy Mountain School, on the Kiowa-Comanche-Apache Reservation in western Oklahoma, provides an example of how theory and reality collided in a remote corner of the American West. Rainy Mountain's history reveals much about the form and function of the Indian policy and its consequences for the Kiowa children who attended the school. This book combines a survey of changing government policy with a discussion of response and accommodation by the Kiowa people. Unwilling to surrender their identity, Kiowas nonetheless accepted the adaptations required by the school and survived the attempt to change them into something they did not wish to become. Rainy Mountain became a focal point for Kiowa society. Ultimately, the school failed in its mission to destroy Kiowa identity and, yet, ironically succeeded by giving many young Kiowas the experiences and skills they needed to combine two worlds. Melding archival research with personal memoirs, conversations with former students, and the school's official records, this book portrays a school often at odds with the official policy of transformation and assimilation and frequently neglected by the Indian Service's bureaucracy. Contains references in endnotes, an extensive bibliography, photographs, maps, and an index. (TD)

ED 399 117 RC 020 704

Knight, Dorothy Mae, Comp.
Summary of Alaska's Public School Districts' Report Cards to the Public: School Year 1994-95.
PUB DATE- Mar 96
NOTE- 176p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Alaska Natives; American Indian Education; Dropout Rate; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Enrollment; Environmental Education; Parent Participation; *Public Schools; *School Demography; *School Districts; School Statistics; Standardized Tests; Student Characteristics
IDENTIFIERS- *Alaska; National Education Goals 1990

This report summarizes statewide data and individual school district performance for Alaska's 54 school districts. The report also includes information on two state operated schools: Alyeska Central School (a correspondence school) and Mt.

section contains sponge activities, games, and trivia cards and offers ideas and information to help round out and embellish the Portapark activities. Other sections include presentation ideas and ideas for class projects. (JRH)

ED 399 135 SE 057 447

Tapping the Source: A Listing of Groundwater Education Materials Available through the Groundwater Education in Michigan (GEM) Program. Updated.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Involvement; Conservation (Environment); *Educational Resources; Elementary Secondary Education; Environmental Education; *Groundwater; *Instructional Materials; Natural Resources
IDENTIFIERS- *Environmental Awareness

Established in 1988 through the cooperative efforts of the Institute of Water Research at Michigan State University and the W. K. Kellogg Foundation, the Groundwater Education in Michigan (GEM) program helps people understand the relationship between their actions and the quality of their environment, particularly groundwater. The program has a network of local community groups and universities across the state who initiate projects and share information about protecting this important resource. The educational materials in this listing include audio visuals, books/booklets, computer software, discussion papers, displays/models, fact sheets, manuals, newsletters, posters, student/teacher resources, and other resources. (JRH)

ED 399 136 SE 057 515

McAllister, Betsy; And Others
What It's Worth to Save the Earth: An Interdisciplinary Unit On Environmental Awareness.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Conservation (Environment); Cooperative Learning; Elementary Secondary Education; Environmental Education; *Interdisciplinary Approach; Units of Study
IDENTIFIERS- *Environmental Action; *Environmental Awareness

This unit was designed to encourage students to identify and analyze local, national, and global environmental problems. The emphasis of the unit is on the cause-effect relationship humans have with the environment. It is made up of four sections of learning activities and suggestions, one for each of the core disciplines: language arts, social studies, science, and math. The activities are designed for a range of learning styles and allow students to participate as individuals, as small cooperative groups, and as a full class or team. The unit includes interviews, reading, writing, research projects, experiments, active hands-on projects, games, dramatizations, simulations, and projects that include some form of art or music. The activities combine learning skills and understandings related to specific content areas with higher-

This guide is Unit 4 of the four-part series, Science, Society, and America's Nuclear Waste, produced by the U.S. Department of Energy's Office Civilian Radioactive Waste Management. The goal of this unit is to [illegible] how transportation, a geologic repository, and the multipurpose canister will work together to provide short-term and long-term protection of people and the environment. These concerns are introduced by three lesson plans. The second section provides ten lesson plans that explore other issues related to transportation and storage of high-level nuclear waste. Activity sheets for students, transparencies for the lesson plans, and background notes are included in the third section followed by the unit test. Answers keys and a glossary are also included. Contains 11 references. (DDR)

ED 399 161 SE 058 816

Miller, Ryder W.
Exploring Mars and Beyond: Science Fiction a Resource for Environmental Education.
PUB DATE- 8 Jul 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Environmental Education; *Science Fiction

The purpose of this article is to show how traditional science fiction, an empowering literature of social criticism, can be used by environmental educators to reach the traditional goals of environmental education. The sub-genres of science fiction are discussed along with ways in which they can be used to reach certain goals of environmental education. Planetary exploration, a sub-genre of science fiction, is compared to exploring and managing terrestrial wild frontiers and a case is made for using it to reach the goals of environmental education. Imaginative science fiction writing concerning Mars, a genre which reflects a changing environmental consciousness, is also discussed. (JRH)

ED 399 162 SE 058 818

Offutt, Elizabeth Rhodes
Teaching Science in a Multicultural World.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Cultural Background; Earth Science; Elementary Education; Elementary School Science; English (Second Language); Entomology; Light; Multicultural Education; Oceanography; *Science Activities; *Science Curriculum; *Science Instruction; Science Teachers; Weather

This book is designed to be a source of ideas and motivation to encourage curiosity in children, provide opportunities to develop scientific processing skills, find out about cultures around the world, and explore science concepts. This resource incorporates multicultural literature and approaches into the teaching of science concepts in the elementary school for teachers of science in grades K-4 and English as a second language (ESL). Complete lessons include background information the activities in each unit are centered around the following themes: pre- and post-unit attitudes towards wolves, the fictional wolf versus the factual wolf, timber wolf adaptations and habitat, wolf pack social structure, the wolf's role as predator, why the timber wolf is endangered, and wolf reintroduction controversy in central Idaho and Yellowstone National Park. In addition to the timber wolf, many activities incorporate information about Arctic wolves, Mexican wolves, and red wolves. Each unit contains 10 activities written with a particular grade level in mind that can be adapted for a younger or older audience. The format used in each activity includes four sections: objectives, materials, activity, and connections. The wolf resource list includes books, audio-visual materials, internet resources, and organizations. (JRH)

ED 399 186 SE 058 932

Kaufman, Donald G.; Eshbaugh, Stephen H.
Hands-On Environmental Education Activities for K-6 Teachers.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Ecology; Elementary Education, *Environmental Education; Global Warming; Habitats; Hands on Science; Natural Resources; Plants (Botany); *Pollution; Population Growth; *Science Activities; Solar Energy; Solid Wastes; Water; Wetlands
IDENTIFIERS- Biological Diversity; Food Webs

This environmental education workbook is aimed at helping kindergarten through 6th-grade teachers and contains hands-on activities directly targeted toward a particular age group, with equal distribution to each grade. Subject area descriptions and several multicultural activities are also included. Each activity lists the title, subject taught, grade level targeted, descriptive paragraph, objectives, materials needed, teacher notes, and discussion questions. Most activities also include enrichment options and interdisciplinary activities. Topics covered include: nature study and discovery; ecology including habitat, food chains and food webs, succession, plant study, seed dispersal, biodiversity, life cycles, and adaptation; pollution including water, wetlands, soil, air pollution, and global warming; and resource abuse including human population, solid waste, and solar energy. Appendices contain environmental organizations, environmental education activity books, and a bibliography. (JRH)

ED 399 187 SE 058 940

Ocif, Jennifer; Marshall-Goodell, Beverly
Combining Mentoring and Service Learning - A New Approach.
PUB DATE- Jun 96
NOTE- 5p.; Paper presented at the National Conference of the Women in Engineering Program Advocates Network (June, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Engineering Education; Experiential Learning; *Extracurricular Activities; Higher Education; *Mentors; *Outreach Programs; Science

ED 399 209 SO 026 814

White, Patricia
Civic Virtues and Public Schooling: Educating Citizens for a Democratic Society.
PUB DATE- 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Ethics; Friendship; *Humanistic Education; Integrity; *Moral Values; Philosophy; *Public Schools; Self Esteem; Social Studies; Trust (Psychology)

This book examines the role teachers and schools can and should play in educating young people to become good citizens in a democratic society. This book is about becoming and being civil in the everyday world that all live in and how certain virtues and values of ordinary people stand out as important to the maintenance and flourishing of a democratic ethos in an open, pluralistic society. Chapters include: (1) "Education and Democratic Dispositions"; (2) "Hope and Confidence"; (3) "Courage"; (4) "Self-Respect and Self-Esteem"; (5) "Friendship"; (6) "Trust"; (7) "Honesty"; (8) "Decency and Education for Citizenship"; and (9) Concluding Remarks. (EH)

ED 399 210 SO 026 815

Middleton, Sue
Educating Feminists: Life Histories and Pedagogy.
PUB DATE- 93
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Epistemology; Equal Education; *Females; *Feminism; Higher Education; Instruction; *Philosophy; Qualitative Research; Womens Education; *Womens Studies

This book explores philosophical differences between feminist teacher-educators of the post-World War II generations and their students, who have experienced the restructured schools and recessionary environment of the "New Right." The volume reaches across boundaries and cultures with a life-history approach to women's studies, giving dimension to abstract sociological, educational, and feminist theory. The book weaves autobiography and interviews throughout the discussion of policy and pedagogy. Chapters include: (1) "A Life-History Approach to Feminist Pedagogy"; (2) "The Sociology of Women's Education as Discourse"; (3) "The Politics of Life-History Research"; (4) "Becoming a Feminist Teacher"; (5) "Academic Feminism: Living the Contradictions"; (6) "Equity Issues in the 1990s: School Administrators Speak"; and (7) "Students' Voices: Intergenerational Conversations." (EH)

ED 399 211 SO 026 817

Morris, Paul, Ed.; Sweeting, Anthony, Ed.
Education and Development in East Asia.
PUB DATE- 95
NOTE- 293p.; This volume is part of the series "Reference Books in International Education", volume 31 and the "Garland

Behavior; Health Surveys

This document reports on a study to analyze the success of a revised health/wellness course at Gettysburg College (Pennsylvania). The research focused on two questions: (1) what increased knowledge and behavioral change students report once they have completed their health course; and (2) after a period of time, what students will say about the effectiveness of their health classes in knowledge gained and behaviors changed. When the senior class of 1995 entered college as freshmen in 1991, all were enrolled in the redesigned health class (N=423) which emphasized a discussion-oriented curriculum. Students were surveyed at the end of the course and again four years later to see if they were pursuing healthy lifestyles. Respondents in 1995 (27 percent, N=114) indicated that the course made a positive difference in three areas: knowing where to go on campus for help with academic or personal issues, encouragement to reach out to teachers, and getting to know other students. The top five health areas in which students reported behavioral changes in both 1991 and 1995 were time management, fitness, goal setting, nutrition, and stress reduction. These were also the areas seniors in the 1995 survey listed as "becoming aware of and would like to act on, but haven't," and are important areas to focus on when working with college students to change their behavior. (ND)

ED 399 230 SP 036 845

Ferguson, Jeff; Robertson, Terrance P.
Outcomes Based Education in Higher Education: A Recreation and Leisure Application.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Denver, CO, April 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; *Educational Quality; Higher Education; Leisure Education; *Outcome Based Education; Recreation; Teaching Models
IDENTIFIERS- *Quality Indicators

The past decade has found administrators, faculty, staff and students at institutions of higher education involved in the task of trying to improve the process by which students are prepared. These efforts at many institutions have been based on the determination of the general learner outcomes that are viewed as critical to the success of all students and the relationship of these outcomes to the mission of the institution. This article presents a six-step model, using Key Quality Indicators as the basis for curriculum improvement, that has been used as a means of achieving a high level of quality in instructional programs. The six steps are: Steps 1 and 2--The identification and validation of key quality indicators; Step 3--Developing an assessment plan for tracking performance; Step 4--Establish a base line and monitor trends for each key quality indicator; Step 5--Benchmark your processes against similar functions in other institutions; Step 6--Establish 'stretch' goals. Proper implementation and continuous evaluation of the model should result in the development and maintenance of quality instructional programs. (Figures illustrate the six steps. Contains 16 references.) (ND)

ED 399 231 SP 036 848

*Teacher Empowerment; Teacher Expectations of Students; *Teacher Role

IDENTIFIERS- Reform Efforts; *Teacher Researchers

School reform in the 1990s has been focused on school-based restructuring, with local efforts shown to be more successful than earlier central or remote control approaches. Success has followed changes in teachers' classroom behavior, in the structure of the school, and its school culture. The local school restructuring approach is illustrated through two projects: Project SEARCH, a Jacob Javits Demonstration Project, promotes change one classroom at a time, through an individual approach to teachers. The South Carolina Accelerated Schools Project (ASP) uses an inquiry approach with teams of teachers to create positive school wide change. ASP teachers are involved in school-wide action research. Both programs have been used to restructure the "Middleton School," a Schoolwide Title I Project school serving an 87 percent African American student body in a rural area of South Carolina. The school's involvement in two projects with similar premises but different paradigms resulted in positive change: (1) teacher enpowerment has been positively affected by action research with greater participation by teachers in decision making; (2) curriculum and instruction have been modified to follow a gifted and talented model for all students with positive results; and (3) all the initiatives support each other through a process that actively involves teachers in both action and reflection. (Contains 25 references.) (JLS)

ED 399 249 SP 036 903

McInerney, Dennis M.; McInerney, Valentina

Schools, Socialization, and the Goals of Schooling: What Counts in Classrooms Characterized by Cultural Diversity.

PUB DATE- 96

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Achievement Rating; *Cross Cultural Studies; *Cultural Differences; Ethnic Groups; Foreign Countries; Indigenous Populations; Navajo (Nation); Predictor Variables; Secondary Education; *Student Educational Objectives; *Student Motivation

IDENTIFIERS- Australia; Canada

School motivation and achievement for an individual is the product of a complex set of interacting goals, goals which may be more or less significant to individuals from different cultural backgrounds. This paper describes a project which examines the nature of goals held by students from different cultural groups, the compatibility of these goals with goals promoted by classrooms and schools, and the impact these goals have on student achievement, motivation, and school retention. It is argued that ethnic minority children hold values and goals compatible with effective school learning within western school settings, but that many fail to be effectively socialized by the school and their community as effective learners within that setting. Participants in this study were drawn from 12 high schools in New South Wales; a large high school on a Navajo Reservation in the United States; and a small rural school, roughly equivalent to a high school, on the supervisors were trained in the new instrument, and results from the two instruments were compared for five caseworkers. A marked increase was noted in the standard deviation of the scores from the new instrument. This increase indicated the increased effectiveness of the new instrument in measuring actual caseworker performance. Four appendixes present the 10-week implementation plan, the evaluation instrument, the scoring form, and an evaluation comparison form. (Contains 15 references.) (SLD)

ED 399 269 TM 025 358

Curran, Linda T.; Jordan, Linda A.
Implementation of the Computerized Adaptive Version of the Armed Services Vocational Aptitude Battery.
PUB DATE- 10 Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Aptitude Tests; Armed Forces; *Computer Assisted Testing; Computer Software; Cost Effectiveness; Military Personnel; Scoring; *Test Construction; Test Format; *Testing Problems; Testing Programs; Test Use
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

In the summer of 1996, the U.S. Armed Services will implement the computerized adaptive testing version of the Armed Services Vocational Aptitude Battery (CAT-ASVAB). When conversion is completed at the 65 targeted military entrance processing stations, about half the applicants will take this test version. This paper describes the efforts that led to the decision to implement the CAT-ASVAB, progress in its implementation, and the next steps in research on improvements in Department of Defense testing programs. The adaptive nature of the new format significantly reduces the time required to determine aptitudes of examinees as well as time to obtain official scores of record. Estimation of potential cost savings led to the decision to implement the computerized version. Hardware and software requirements were determined, and the adaptive version of the test, which allows items to be presented to the applicant based on his or her success in answering previous questions, was developed. If implementation progresses as expected, use of the computerized test will be expanded to other military evaluation sites. (Contains two references.) (SLD)

ED 399 270 TM 025 420

Saurino, Dan R.
Essay Questions: Another Look.
PUB DATE- Nov 93
NOTE- 21p.; Paper presented at the Annual Meeting of the National Middle School Association (Portland, OR, November 1993). For related document, see TM 025 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Academic Achievement; Action Research; College Bound Students; *Constructed Response; Cooperation;

of the IHL and Department of Finance and Administration (DFA), and reviewed IHL records and reports. The review found that the central office had drawn funds from the state treasury which were not spent and not returned, as required by law; billed universities for expenditures that were responsibilities of the IHL board with a resulting understatement of system administration costs; commingled state treasury and special source funds; and failed to report special fund reserves and expenditures to state legislature. Recommendations address: (1) specific actions by the central office of IHL for better accountability; (2) better oversight by the Board of the central office; (3) specific actions by the DFA to improve oversight and accountability; and (4) changes in legislation. Three appendices present IHL office certification statements and analysis. The response of the Board of Trustees of the IHL to the recommendations is also attached. (JLS)

ED 398 824 HE 029 444

A Review of Institutions of Higher Learning's Student Financial Aid Administrative Expenditures and the Post-Secondary Board's Enforcement of Residence Requirements for Grants.
PUB DATE- 14 May 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Administration; Educational Finance; *Financial Audits; *Financial Policy; Governance; Governing Boards; Higher Education; *Money Management; Policy Formation; Public Agencies; State Boards of Education; State Colleges; State Legislation; *State Programs; State Universities; *Student Financial Aid; Trustees
IDENTIFIERS- *Mississippi

This report to the Mississippi Legislature presents the findings of a review of student financial aid administrative expenditures and enforcement of residence requirements by the State Board of Trustees of Institutions of Higher Learning (IHL). The review found that IHL privatized a loan guarantee program and redirected special funds to a private company that assumed the workload while IHL retained staff members thus doubling salary expenditures. It was also found that IHL spent contractual funds for a computer loan management system that was not used. IHL administrators failed to assure consistent compliance with the state's four-year residence requirements for Mississippi Resident Tuition Assistance Grants (MTAG) and the Mississippi Eminent Scholars Grants Program (MESG) with some grants awarded without proof of Mississippi residence. Six recommendations address needed actions by the IHL Board and staff concerning the management of administrative expenditures and three recommendations to improve verification of student residence status. A summary of the response by the Board to each of these recommendations is also provided. Five appendices provide additional detail on trends in expenditures and staffing, a summary of residential requirements, a summary of MTAG and MESG guidelines, and the MTAG and MESG application and contract. (JLS)

ED 398 825 HE 029 446

The Student Guide. Financial Aid from the U.S. Department of Education, 1996-97.
PUB DATE- 95
NOTE- 58p.; For the 1995-96 edition, see ED 386 115.

*Higher Education; In State Students; Minority Groups; Out of State Students; Part Time Students; *Private Colleges; *Public Colleges; School Demography; State Universities; Student Characteristics; Tables (Data); Trend Analysis
IDENTIFIERS- *South Dakota

This publication presents data on enrollment at South Dakota's public and private colleges and universities at the close of the second week of the 1995 Fall term. The 97 tables and three graphs present data by headcount and full-time equivalent enrollment. The first 33 tables present data on state supported public university enrollment and private institution enrollment tables covering topics like special or terminal students, graduate students, resident versus nonresident comparisons, nonresident student statistics, distribution by undergraduate and graduate categories, degree-credits, new registrants, student age and ethnic origin, and geographic origin. The next 32 tables present data on self-supported public university enrollment covering similar topics. The last 32 tables report unduplicated total (state support and self support) public university enrollment on similar topics. A glossary of terms, historical notes, and a list of reporting institutions are included. (CK)

ED 398 845 HE 029 466

Lefberg, Irv; And Others
Long-Term Economic and Labor Forecast Trends for Washington. 1996.
PUB DATE- Jul 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Demand Occupations; *Demography; Employment Opportunities; *Employment Patterns; Employment Statistics; Females; Futures (of Society); Higher Education; *Labor Market; Males; Migration Patterns; Salaries; *Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Washington

This publication provides actual historical and long-term forecast data on labor force, total wage and salary employment, industry employment, and personal income for the state of Washington. The data are based upon the Washington Office of Financial Management long-term population forecast. Chapter 1 presents long-term forecasts of Washington population and net migration. Chapter 2 offers long-term forecasts of the Washington labor force including effects of population growth, migration, changes in labor force participation, the "new labor force," and challenges of the changing labor force. Chapter 3 provides the long-term forecast of Washington wage and salary employment broken down by specific areas for goods producing employment (such as lumber, paper, and aerospace) and non-goods producing employment (such as trade, services, and government). Chapter 4 provides the long-term forecast of Washington per capita personal income. Chapter 5 is a special report on changes in real average earnings in Washington which provides an analysis of data from 1979 through 1994. Chapter 6 is a special report on earnings differences, including differences by education, among Washington workers, noting a decline in average earnings and a greater inequality in earnings. A total of 26 figures and 12 tables detail the statistical data supporting the narrative analysis. (CK)

ED 398 846 HE 029 467

World Wide Web documents; and multimedia design issues. Columns include editorials, hardware and software updates and reviews, and Internet news. (AEF)

ED 398 863 IR 018 040

Macdonald-Ross, Michael
The Revolution in Print Technology. Text & Readers Programme, Technical Report #1.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Interfaces; Computer Mediated Communication; Computer Software; Distance Education; Foreign Countries; *Information Technology; Instructional Materials; Microcomputers; *Printed Materials; *Production Techniques; Publishing Industry; Reader Text Relationship; *Technological Advancement
IDENTIFIERS- Computerized Techniques; *Text Design; *Typography

The two papers presented in this document discuss aspects of the computer revolution and its effects on the production of print materials. The papers are addressed to readers who are educators rather than technologists. The first article, entitled "Print," interprets that term broadly to include text development and production, and aspects of typography, publishing, and the use of text by readers. The second article, "The Development of Printed Materials," particularly examines the way new technology affects the development and production of print materials for distance learning. Both papers focus on the same five aspects of the computer revolution affecting text creation and production: (1) the personal terminal; (2) interface concepts; (3) the software revolution in word-processing and editing aids; (4) communications software; and (5) laser printing and document production. The three main stages of print production are authorship, transforming (creative activities which help to change a draft into a form suitable for the reader), and realization (the manufacturing process). As with all other aspects of print, the world of typography and typographic design is profoundly affected by the recent changes in technology. The articles also discuss the ergonomics of use; staff development; and benefits that modern technology and production methods have brought. Contains a 16-item reading list. (AEF)

ED 398 864 IR 018 041

Berg, Bryan
Classroom Close-Ups: A Guide to Using Video Technology in the Classroom.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Class Activities; Cooperative Learning; Educational Objectives; Elementary Secondary Education; *Group Activities; Instructional Innovation; Learning Activities; *Lesson Plans; Scripts; *Student Projects; *Video Equipment; Worksheets
IDENTIFIERS- Equipment Needs; Story Boards; Technology Integration; *Video Production; *Video Technology

teaching and learning, computer teachers' professional development, and computer education research. This paper discusses the computer course content outline; textbook writing principles; characteristics of the guideline; possible impacts; the rationale for having computers as an independent subject at the junior high school level; programs and technology necessary to support the class; and issues related to these factors. Possible impacts discussed are on the computer market, the supply and demand of computer science teachers, computer textbook writing and publishing, students, parents, and school management. A mandatory curriculum guideline or standard is necessary for providing computer concepts and skills for following generations. A solid computer education research base should be established to provide usable and promising perspectives and strategies for computer education practices. (Contains 11 references.) (Author/SWC)

ED 398 882 IR 018 062

Cimikowski, Linda; Cook, Joan
A Model Instructional Computing Course for Preservice Teachers.
PUB DATE- 96
NOTE- 9p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; Computer Software Evaluation; Computer Uses in Education; Cooperative Learning; *Course Content; *Curriculum Guides; Educational Technology; Higher Education; Hypermedia; Information Technology; Introductory Courses; *Preservice Teacher Education; Required Courses; *Teacher Education Curriculum; Teaching Methods; Telecommunications
IDENTIFIERS- Computer Ethics; Montana State University

Foundations of Instructional Computing is a required one-semester, two credit course in the Education Department of Montana State University (Bozeman). The major objective of the course is to help preservice teachers develop use of computer technology that is confident, thoughtful, and integrated into their individual teaching philosophy and strategies. Course content covers computer terminology, hardware selection, use of productivity tools, types of educational software, software evaluation and integration, telecommunications, use of hypermedia, computer ethics, and discussion of numerous computer technology issues related to education. The following key components of the course are discussed: objectives, lecture, text, cooperative learning, software integration and evaluation, telecommunications, homework, tests, final project, assessments, and student evaluation. (Author/SWC)

ED 398 883 IR 018 063

Collins, Christine; Collins, Stephen
The Internet as a Tool.
PUB DATE- 96
NOTE- 6p.; In: Call of the North, NECC '96. Proceedings of the Annual National Educational Computing Conference (17th, Minneapolis, Minnesota, June 11-13, 1996); see IR 018 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

cognitive load measure indicated that operating the environment did not interfere with the learning process. (Contains 50 references.) (Author/AEF)

ED 398 901 IR 018 082

CNN Newsroom Classroom Guides, August 1-30, 1996.
PUB DATE- Aug 96
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily Cable News Network Newsroom broadcasts for August, 1996, provide program rundowns, suggestions for class activities and discussion, student handouts, and lists of related news terms. Top stories covered include: investigation into the Centennial Olympic Park bombing; and Whitewater trial verdicts (August 1-2); floods and famine in China; U.S. anti-terrorism measures; NASA's press conference on latest findings about life on Mars; fossil discoveries that attribute to a Mars origin; and the decline of juvenile crime (August 5-9); Bob Dole's selection of Jack Kemp as his running mate; unity as the theme of Day One of the Republican National Convention; Newt Gingrich's and Susan Molinari's addresses to the GOP Convention; Elizabeth Dole's address to the Convention; and Dole's acceptance of the GOP nomination (August 12-16); the nomination of Ross Perot for president by the Reform Party; Democrats' preparation for the Convention; the Russia/Chechnya conflict; President Clinton's tobacco regulation proposal; and President Clinton's signing of the welfare reform bill (August 19-23); an interview with President Clinton; the Democrats' opening of the Convention; Day Two of the Convention, focusing on a "families first" agenda; Day Three of the Convention and the "two sides" of President Clinton; and the renomination of the Clinton-Gore ticket (August 26-30). (AEF)

ED 398 902 IR 018 083

Sorensen, Richard J.
Designing Schools To Accommodate Technology. Bulletin No. 96325.
PUB DATE- Jun 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Networks; Computer Peripherals; Computer Selection; Computer System Design; Computer Uses in Education; Consultants; *Costs; Distance Education; *Educational Facilities Design; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; Readiness; Technological Advancement
IDENTIFIERS- Network Architecture; Technology Integration;

structure with little or no control placed on access, and this posed a problem at the Institute because of the wide variety of ages of cadets attending the school. This paper describes the types of accessible services, modes of access, and the challenge of programming a security front end which selectively restricts Internet use based on time of the day, day of the week, student class rank, grade point average (GPA), deportment, and other factors. The security system also makes it possible to restrict certain Internet privileges (Telnet and e-mail) on an individual basis. An Internet database (in POISE DMS format) holds all relevant data. Selected individuals may update the database on demand to change access restrictions. (Author/SWC)

ED 398 920 IR 055 978

Mosier, Mona L.
The Internet as a Reference Tool: Accessing Scientific and Technical Information via the World Wide Web.
PUB DATE- 95
NOTE- 5p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Mediated Communication; Databases; Electronic Journals; Hypermedia; Information Networks; *Information Sources; Internet; Online Searching; Online Systems; Reference Materials; Research Tools; Resource Materials; *Scientific and Technical Information; *World Wide Web
IDENTIFIERS- Links (Indexing); *Los Alamos National Laboratory NM; *Search Engines

Los Alamos National Laboratory's Research Library has developed a World Wide Web (WWW) page to allow laboratory staff, as well as individuals from around the world, access to information via the Internet. While many Web pages offer information solely on the organization, the Los Alamos National Laboratory page provides links to reference materials in different scientific and technical subject areas, electronic publications, and directories, as well as pointers to lists elsewhere on the Web that cover each subject. This paper describes the home page setup and presents an overview of searching options on the Web. Subject- specific organized lists of hyperlinks (Yahoo, WWW Virtual Library, Planet Earth) and search engines (Webcrawler, Lycos, Yahoo) are compared and evaluated. (SWC)

ED 398 921 IR 055 979

Adams, Laural L.
Designing the Electronic Classroom.
PUB DATE- 95
NOTE- 12p.; In: The Internet--Flames, Firewalls and the Future. Proceedings for the 1995 Conference of the Council for Higher Education Computing Services (CHECS) (Roswell, New Mexico, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

contractual, and logistical considerations needed to support statewide multi-type library cooperation and resource sharing. A list of library cooperative groups is provided. (SWC)

ED 398 938 IR 055 998

Long, Sandi
Utah Public Library Service: 1995. An Annual Report.
PUB DATE- Jun 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Efficiency; Librarians; Library Acquisition; Library Administration; Library Circulation; Library Collections; Library Expenditures; Library Funding; Library Networks; *Library Services; Library Standards; *Organizational Effectiveness; *Performance Based Assessment; Performance Factors; *Public Libraries; State Programs; *Statewide Planning; Tables (Data); Users (Information)
IDENTIFIERS- Library Operations; *Performance Measures for Public Libraries; Trustee Role; *Utah

This annual report of public library services is part of "The Upgrade Process," a tool for Utah's public librarians and library trustees to use as they work to improve the quality and effectiveness of public library service. The process has three major components: public library service standards; a flexible planning process for public library trustees and staff; and an evaluation component that includes the use of performance measures. The "Upgrade Process" is based on two premises: that formal planning for improved library services is the responsibility of local librarians, board members, and elected officials; and that local planning can be more effective when it is supported by an appropriate statewide context. This annual report contributes to creating that statewide context by reporting data useful for local library planning. The information is presented in two sections, core performance measures and general tables. Core performance measures consist of data on the following: visits per capita; circulation per capita; turnover rate; holdings per capita; expenditures per capita; and index of local financial effort. The general tables report data on a library by library basis through charts and graphs, and include information on basic library information; library resources; library services; library finances (income and expenditure); comparison of operating expenditures; and jurisdictional maintenance of effort comparison. (SWC)

ED 398 939 IR 055 999

Kibirige, Harry M.
Foundations of Full Text Electronic Information Delivery Systems. Implications for Information Professionals.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Interfaces; Computer Literacy; Computer Mediated Communication; *Computer Networks; Computer Software; Delivery Systems; Electronic Publishing; *Full Text Databases; Government Role; Human Factors Engineering; *Information Dissemination; Information Policy;

photocopy equipment, the amount of staff, and the availability of professional staff. The survey instruments with tabulated responses and student comments to open-ended questions are included. (TGI)

ED 398 957 JC 960 461

Clare, Warren L., Ed.
The Journal from the Northwest Center for the Study of Correctional Education, 1996.
PUB DATE- 96
NOTE- 57p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; Community Colleges; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; *Prisoners; *Recidivism; Rehabilitation Programs; *Role of Education; *Teacher Characteristics; Two Year Colleges

This journal presents a forum for discussion and research related to correctional education programs and their effects on students. This inaugural issue contains the following articles: (1) "The Position of Correctional Education in the Current Crime Dilemma," by the editors, describing problems currently facing correctional administrators and key issues related to program improvement; (2) "An Abstract: Personality Characteristics of Teachers Working in Washington State Correctional Institutions," by John O. Larsgaard, Lillian F. Lauer, and Charles E. Kelso, Jr., reviewing the age, length of service, contact hours per week, and self-assessments of personality traits of 90 correctional educators in Washington; (3) "A Study of the Recidivism of Garrett Heyns Education Center (GHEC) Graduates Released between 1985 and 1991," by Charles Kelso, finding that the recidivism rate for the GHEC graduates after 5 years was 13.9%, compared to 30.9% statewide; (4) "An Analysis of Recidivism Rates for Inmates Completing Vocational/Academic Programs at Twin Rivers Corrections Center/Edmonds Community College (1984-1995)," by Jerry Haynes, reporting a 9.1% recidivism rate for associate degree graduates and a 14.8% rate for certificate holders; (5) "An Open Letter: A Curriculum Guide for Correctional Educators," describing training requirements for potential correctional educators; and (6) "Civilizing the Visigoths: Education in a Prison Classroom," by Warren L. Clare, describing the role of education in the correctional environment and the importance of treating prisoners with sensitivity and respect. (HAA)

ED 398 958 JC 960 474

Goodkind, Hilary M.
Regional Training Needs Assessment: Dual Perspectives Eliminate the Guessing Game.
PUB DATE- 3 Aug 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Needs; *Employee Attitudes; *Employer Attitudes; Focus Groups; *Job Training; *Needs Assessment; *Research Design; State Surveys; *Training Objectives; Two Year Colleges

To better determine the educational and training needs of local employees, Lane Community College (LCC), in Oregon, undertook a alignment of curricula, implement advanced standing certificates for high school students who master college-level work, and develop a core curriculum. Work-based learning is also emphasized, with over half of the System's associate degree programs offering work-based components and the majority of WTCS colleges supporting youth apprenticeships and other work-based programs. Finally, the WTCS colleges also work together to enhance career exploration, providing youth with on- and off-site career information services, providing career centers with state and local partners, and holding career fairs. (HAA)

ED 398 975 JC 960 533

Spicer, Scot L.; And Others
Campus Profile '96.
PUB DATE- Aug 96
NOTE- 50p.; For the 1995 Campus Profile, see ED 384 398.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Basic Skills; College Planning; *Community Characteristics; Community Colleges; Educational Finance; English (Second Language); *Enrollment; Expenditures; Full Time Equivalency; Housing; Income; *Institutional Characteristics; *Outcomes of Education; Staff Development; *State Federal Aid; Statistical Data; *Student Characteristics; Student Financial Aid; Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Glendale Community College CA

Outlining the demography of the students and community served by Glendale Community College (GCC), in California, as well as providing indicators of institutional effectiveness, this five-part report is designed to assist faculty, staff, and students understand the college's diverse operations. Section I provides a community profile, including longitudinal data on housing characteristics, ethnicity, population by age, community growth and income, area schools, and GCC enrollees from area high schools. Section II focuses on student access and needs for fall 1993 to fall 1995, including credit and non-credit enrollment statistics by student age, gender, and ethnicity; assessment and placement results for 1995-96; financial aid statistics; and English as a Second Language and Basic Skills course enrollments. Section III provides data on student success for the same period, including information on academic standards; student retention and pass rates by division; student outcomes by ethnicity and other characteristics; characteristics of transfer, vocational preparation, and personal interest students; degrees completed by gender and ethnicity for 1995-96; and Associate in Arts, certificates, and Associate in Science Degrees completed by major from 1993-96. Section IV describes GCC staff by gender, ethnicity, full-time/part-time ratios, and staff development activities for 1995-96. Finally, section V reviews GCC's fiscal condition as of 1994-95, highlighting state, local, and federal general fund revenues; specific revenue sources; general fund expenditures from 1992-95; expenditures comparisons to state averages; and general fund balances from 1990-95. (BCY)

ED 398 976 JC 960 534

Spicer, Scot L.; Karpp, Edward
Glendale Community College Institutional History and Profile.

statement, mission statement, and definitions of terms, the plan provides charts of SCC strengths and areas of concern identified by the North Central Association (NCA) of Colleges and Schools during a 1989 evaluation. For each strength or concern, the charts list activities undertaken to maintain the strength or improve the area of concern. The remainder of the report presents charts of SCC objectives, activities, target dates, updates, and responsible staff for the following strategic areas: (1) students, emphasizing the areas of retention, non-traditional students, orientation, recruitment, and student services; (2) curriculum, focusing on developmental and competency-based education, technology, critical thinking, returning adult students, job training, and distance education; (3) buildings and grounds; (4) construction projects; (5) instructional support services, stressing the need for instructional equipment and computer technology and training; (6) implications for staff, including efforts related to increasing staff recognition and input; (7) financial planning, including designing a model for financial forecasting and increasing funding from state and alternative sources; and (8) enhancing SCC's public image. (TGI)

ED 398 993 JC 960 600

Accountability and Productivity in Illinois Community Colleges, Fiscal Year 1996.
PUB DATE- 96
NOTE- 73p.; For the 1995 report, see ED 390 496.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Educational Improvement; *Improvement Programs; Institutional Mission; *Organizational Development; Organizational Objectives; *Productivity; *Program Effectiveness; Self Evaluation (Groups); *State Programs; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

The 49 member colleges in the Illinois Community College System provide annual reports on improvements in productivity to the state community college board. This document summarizes the improvements reported by the colleges for fiscal year 1996. Following a brief introduction, the first section reviews special focus issues for fiscal year (FY) 1996 related to the state's Priorities, Quality, and Productivity (PQP) initiative, discussing the development of college priority statements; the involvement of college Governing Boards in PQP initiatives; policies dealing with faculty development, reward systems, and evaluation; and improving occupational follow-up response rates. The second section highlights outcomes for FY 1996 from quality enhancement and productivity activities at the community colleges, focusing on instructional programs, academic program review, student and academic support functions, administrative functions, and public service functions. The next section provides brief summaries of 28 state-level accountability and productivity initiatives for FY 1996, including efforts related to an Access and Opportunity Task Force; data collection on licensure rates; the implementation of accountability, teaching/learning, and workforce preparation awards; the creation of Internet listservs; the Illinois Articulation Initiative; the enactment of state legislation related to adult education; and the Illinois Human Resource Investment Council. The final section presents a summary and conclusions. Data tables on FY 1996

EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Research; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Instructional Development; Material Development; School Restructuring; State Curriculum Guides; Teaching Guides
IDENTIFIERS- *Curriculum Implementation; Curriculum Theories; Kentucky; *Kentucky Education Reform Act 1990

This guide is intended to provide direction to Kentucky districts and schools as they develop local curricula designed to meet the state's six learning goals and academic expectations as identified in the Kentucky Education Reform Act (KERA). Specifically, the guide provides direction to local curricula development teams; effects change by establishing capacity in districts and schools; and provides support as districts and schools plan and initiate the transformation process. Volume one of the guide contains the goals, academic expectations, and their expansions. Each academic expectation has one or more accompanying pages that include: (1) definitions of the academic expectations which indicate student progress toward the outcome; (2) ideas for making connections to real-life situations; (3) samples of topics and processes within content areas; (4) teaching and assessment strategies; (5) ideas for incorporating community resources; (6) activities to involve students; and (7) reflections on academic expectations. Volume two focuses on the main processes which local districts and schools will use to develop curriculum and instruction to meet local needs. This volume addresses: (1) transforming the learning environment to foster change; (2) alternative uses of school time to address curricular needs; (3) local curriculum development guide; (4) teachers' questions about implementation; and (5) resources which identify teaching and assessment strategies, sources, models, and key readings. (Author/SD)

ED 399 012 PS 024 323

Brown, Patricia A., Ed.
Competence: News for the CDA Community, 1994.
PUB DATE- 94
NOTE- 31p.; For 1993 journals, see ED 395 672.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Certification; *Child Caregivers; *Child Development Specialists; *Credentials; Disabilities; Early Childhood Education; Newsletters; Professional Continuing Education; *Professional Development; *Professional Education; Professional Training; Regular and Special Education Relationship; Special Needs Students
IDENTIFIERS- Alabama; Arkansas; CDA; *CDA Credential; *Child Development Associate; Project Head Start; South Carolina; Special Needs Children; United Nations Intl Year of the Family 1994

These three newsletter issues provide organizational news from the program that awards the Child Development Associate (CDA) credential to caregivers. Each issue provides a CDA profile of an exceptional educator or caregiver. The March issue introduces the new director of the Council for Early Childhood Professional Recognition and describes exceptional CDA programs in South Carolina and Alabama. A progress report on the CDA program, a listing of new publications, and seminars for

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Chinese Americans; Comparative Analysis; Cultural Background; *Cultural Differences; Cultural Influences; Ethnic Groups; Evaluation; Foreign Countries; Longitudinal Studies; Mathematical Aptitude; *Mathematics Skills; *Parent Role; Parent Student Relationship; Performance Factors; Primary Education; Trend Analysis; White Students; *Young Children

Mathematical performance of young Chinese children in Taiwan as compared to American children beginning as early as first grade has been well-documented. A similar study by Huntsinger, et al, 1995, demonstrated the same phenomenon in comparisons of Chinese-American young children with Euro-American children. Parents influence young children's developing competence by the experiences they provide and the activities they choose for their children, and cultural belief systems influence parents' ideas concerning the relative importance of activities. This study is a longitudinal comparison of 36 second-generation Chinese-American children and 40 Euro-American young children (from well-educated families in the suburban Chicago are) in their family environments, providing a synopsis of the data collected in 1995 when the children were in first and second grades. The data were collected in order to: (1) investigate whether the Chinese-American early mathematics advantage is maintained after children are exposed to formal mathematics teaching in first grade; (2) further identify differences in the early socialization practices of parents in the two cultural groups; and (3) examine relationships between mathematics achievement, parental socialization practices, and perceptions of children's competence. A total of 36 second-generation Chinese-Americans from Chicago suburbs participated in this second phase of data collection, including 95 percent from the first phase (1993). Each child was given the Sequential Assessment of Mathematics Inventories (SAMI) and other assessments. According to the results, Chinese-American children continued to demonstrate higher mathematics performance in Phase 2. Parents provided different experiences for their young children, who reflected different parental values and appeared to foster different competencies. Contains 7 tables of data and 14 references. (BGC)

ED 399 030   PS 024 418

D'Ambrosio, Melody; Hammer, Patricia S.
Gender Equity in the Catholic Elementary Schools.
PUB DATE- 10 Apr 96
NOTE- 21p.; Paper presented at the Annual Convention and Exposition of the National Catholic Education Association (93rd, Philadelphia, PA, April 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Classroom Environment; Elementary Education; *Elementary School Students; *Sex Bias; *Sex Fairness; Sex Stereotypes; Teacher Attitudes; *Teacher Response; Teacher Student Relationship
IDENTIFIERS- *Gender Issues; INTERSECT Observation Form; Kentucky (Louisville)

This study examined the treatment of girls versus boys in Catholic elementary schools, building on the national studies of Dr. Myra Sadker and Dr. David Sadker, which have

DESCRIPTORS- Breastfeeding; Child Health; Cultural Influences; Day Care; *Food Standards; Foreign Countries; Infant Care; *Lunch Programs; *Nutrition; Recipes (Food); Young Children
IDENTIFIERS- Australia; Bottle Feeding; *Food Preparation; Food Storage; *Meal Patterns; Nutritional Requirements

This publication is designed to assist early childhood providers, cooks, and parents in hygienic food preparation and a healthy diet provision for young children in Australian child care. The guide recommends nutritional requirements for children, using the five food groups as a guide for meal planning. The Australian dietary guidelines are also outlined. Also discussed are: (1) food storage after purchase and in the refrigerator, the cupboard, and in children's packed lunches; (2) hygienic food preparation procedures; (3) mealtime routines and the importance of consistency and flexibility to allow for individual needs; and (4) use of small groups, the mealtime environment, and outdoor meals. The guide recommends the use of mealtimes to broaden children's perception of different cultures, and includes sample recipes of food eaten in different countries. Also outlined are: developmental guidelines regarding feeding oneself and utensil use; food presentation guidelines which include variety, flavor, texture, and size issues; and day care accommodations for breastfeeding, bottle feeding, and cleaning recommendations. A checklist is included to allow readers to assess their center's with regard to nutrition and hygiene. contains a 14-item bibliography. (KDFB)

ED 399 048 PS 024 467

Gibbs, Leanne
The Very Best of Care and Education: Many Ways to the Quality Improvement and Accreditation System. Accreditation and Beyond Series, Volume I.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Day Care; *Day Care Centers; Early Childhood Education; Foreign Countries; Full Day Half Day Schedules; Program Effectiveness; Program Improvement; Standards; *Young Children
IDENTIFIERS- Australia; Day Care Licensing; Day Care Quality; Day Care Regulations; Quality Improvement and Accred Sys (Australia)

This publication describes the accreditation process for day care centers in Australia and illustrates how the process is being managed in three child care centers in inner city, rural, and suburban areas. Guiding the process is the Quality Improvement and Accreditation System (QIAS), developed by the National Childcare Accreditation Council, which requires child care centers to conduct a collaborative self-analysis to determine quality of care and education. The five QIAS steps are reviewed: (1) registration; (2) self-study; (3) review; (4) moderation by the Council; and (5) decision by the Council. The self-study process is defined as an ongoing cycle of evaluation, interpretation, goal setting, implementation, and returning to evaluation. The importance of securing family involvement on the Quality Improvement and Accreditation Committee, which is responsible for guiding and monitoring center progress, is emphasized. Recommendations are made for

PUB DATE- Jul 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Support; Dependents; Economic Impact; Family (Sociological Unit); *Family Financial Resources; *Family Income; *Finance Reform; Heads of Households; Low Income; Middle Class; Middle Class Parents; School Taxes; Simulation; Tax Credits; Tax Deductions; *Taxes; Tax Rates; Upper Class; Working Class
IDENTIFIERS- Alimony; Child Care Tax Credit; Earned Income Tax Credit; *Flat Rate Income Tax; Tax Exemptions; Value Added Tax

Based on the assumption that fair tax systems should consider differences in ability to pay resulting from income sharing within families, this publication analyzes the effects of three strategies for federal tax reform on families raising children: the Armey/Shelby flat tax, the Nunn/Domenici USA Tax System, and the Gephardt 10-Percent Tax. Part 1, "Introduction," summarizes the proposals, defines major terms, and compares tax incidence under the proposals and the impact of reduced tax burdens on investment income. Part 2, "Analysis of Specific Tax Reform Provisions Affecting Children and their Families," examines direct and indirect effects on families. Direct effects considered include size of the dependency exemption, tax credit for dependent children, earned income credit, head-of-household rate schedule, "kiddie tax," personal exemption, standard deduction, marital income splitting, alimony payment, child support payment, and child care tax credit. The indirect effects analyzed include elimination of charitable giving, deduction for home mortgage interest, and deduction for state and local taxes. Part 2 also suggests modifications to provide greater benefits to families with dependent children. Part 3, "Simulated Impact of Armey/Shelby Flat Tax on Families with Children," reports results of simulations of the effects on family tax burdens of shifting to a flat tax by comparing equal-revenue versions of the Armey-Shelby flat tax plan and current law. Part 4, "Conclusion," summarizes the report. An Executive Summary is included with the publication. Includes 15 tables and 7 figures. Appendices list supplementary tables and describe the tax model used for the simulation. Contains 49 references. (KDFB)

ED 399 066 PS 024 500

Katz, Lilian G.
Children as Learners: A Developmental Approach.
PUB DATE- Jul 96
NOTE- 15p.; Keynote Address presented at the Conference on Collaborative Teaching and Learning in the Early Years Curriculum (11th, Melbourne, Victoria, Australia, July 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Cognitive Style; Cooperation; Curriculum; *Curriculum Design; *Curriculum Development; Early Childhood Education; Educational Environment; Foreign Countries; Learning Processes; Learning Strategies; *Learning Theories; *Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; *Developmental Theory; *Project Approach (Katz and Chard)

overview of children in poverty. Sections 2 through 5 address arenas of possible change from policy and research perspectives, maternal employment, child care, fathers' involvement, and health care access. Section 6 considers future policy and research directions. The chapters are: (1) "Whose Responsibility? An Historical Analysis of the Changing Roles of Mothers, Fathers, and Society" (P. L. Chase-Lansdale, M. A. Vinovskis); (2) "The Life Circumstances and Development of Children in Welfare Families: A Profile Based on National Survey Data" (N. Zill and others); (3) "Welfare-to-Work Through the Eyes of Children" (J. B. Wilson and others); (4) "Strategies for Altering the Outcomes of Poor Children and Their Families" (J. Brooks-Gunn); (5) "Policy Issues of Child Care" (A. J. Cherlin); (6) "Child Care and Children of Color" (M. B. Spencer and Others); (7) "Health Policy in the Family Support Act of 1988" (K.S. Lobach); (8) "Economic Issues of Health Care" (B. L. Wolfe); (9) "Dealing with Dads: The Changing Roles of Fathers" (F. F. Furstenberg, Jr.); (10) "The Effects of Child Support Reform on Child Well-Being" (I. Garfinkel, S. McLanahan); (11) "Losing Ground or Moving Ahead? Welfare Reform and Children" (R. Haskins); (12) "National Surveys as Data Resources for Public Policy Research on Poor Children" (N. Zill); (13) "An Interdisciplinary Model and Data Requirements for Studying Poor Children" (T. M. Smeeding); and (14) "Two-Generation Programs: A New Intervention Strategy and Directions for Future Research" (S. Smith). (KDFB)

ED 399 083 PS 024 547

Grant, Jim; And Others
The Looping Handbook: Teachers and Students Progressing Together.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Guides; *Grouping (Instructional Purposes); *Nontraditional Education; Primary Education; Program Descriptions; Program Implementation; *Teacher Role; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Looping (Teachers)

Looping is a very simple concept, whereby a teacher moves with his or her students to the next grade level, rather than sending them another teacher at the end of the school year. Schools all over the country are finding that this simple idea is having a profound effect on their students. This handbook describes the many benefits of looping and describes how to get started. The handbook contains interviews with looping teachers and principals from six schools, as well as samples from a looping teacher's parent handbook, and a complete outline of her first- and second-grade looping curriculum. Also included is a parent survey from another looping teacher, as well as several summer activities designed to enhance the looping experience for children. The chapter "Look Before You Loop" discusses the handful of potential problems that can crop up with looping, and how to avoid them. A list of schools interviewed which have offered themselves as resources for interested teachers and administrators includes addresses, phone numbers and FAX numbers. (WJC)

ED 399 084 PS 024 548

Archibald, Jo-ann, Ed.; Urion, Carl, Ed.
Honoring What They Say: Postsecondary Experiences of First Nations Graduates.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.
PUB DATE- 95
NOTE- 252p.; This is a duplicate of EJ 516 791. However, in the "ED" accession number series, it has been filmed and is available in both MF and PC.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *Canada Natives; *College Graduates; Culturally Relevant Education; Educational Environment; *Educational Experience; Educational Research; *Education Work Relationship; Foreign Countries; Graduate Surveys; Outcomes of Education; Participatory Research; Pilot Projects; Postsecondary Education; Racial Bias; School Attitudes
IDENTIFIERS- *Native Education Centre BC; Student Support Services; *University of British Columbia (Canada)

A pilot study of the experiences of First Nations postsecondary graduates focused on the relationship between postsecondary education and employment, factors encouraging success, and barriers and problems faced by Native college students. Piloted at the University of British Columbia (UBC) (Vancouver) and the Native Education Centre (NEC) (Vancouver), the research model aimed to be consistent with First Nations ways through respect for respondents, growth-oriented dialogue among all participants, and the centrality of such fundamental First Nations principles as spirituality and sense of community. Data collection included mail surveys, telephone interviews, and focus groups. A questionnaire with both forced-choice and open-ended questions was mailed to all known First Nations graduates of UBC. Of 67 respondents, about 70 percent were women and most were graduates of the Faculty of Education. Principal sources of student support were First Nations people, institutions, and agencies. Barriers were related to negative perceptions of UBC as an institution and to racism in various forms. Respondents reported little difficulty finding employment, two thirds were working in a First Nations context, and about two thirds had worked in a field related to their university studies. At NEC, programs range from adult literacy to community college courses and job skills training. An adapted questionnaire was sent to 171 recent graduates of the Skills Training Program; 33 responded. Success factors at NEC included supportive students and staff, First Nations identity, relevance of course content, and strict but helpful regulations. Barriers included financial problems and family responsibilities. Almost all respondents were employed in an area related to their training or were engaged in continuing education. A 1-day workshop and symposium evaluated the research project and the process model and generated recommendations. Contains over 450 references. (SV)

ED 399 101 RC 020 595

Farm Stress and School Practice. SSTA Research Centre Report #95-12.
PUB DATE- Nov 95
NOTE- 40p.; Summary of a Master's Thesis, "School Practices Used To Lessen the Effects of the Farm Economic Crisis on Saskatchewan K-12 Schools," by Georgia Joorisity.
LANGUAGE- English

Edgecumbe High School (a boarding school). The report synthesizes data from school districts for 1994-95, including information on full-time staff equivalents (FTE); operating revenues and expenditures; statewide demographic characteristics; student population characteristics; district progress toward goals; parent involvement; student statistics for the past 5 years indicating changes in enrollment, transiency rates, attendance rates, dropout rates broken down by ethnic group, graduation rates, percentage of students promoted to the next grade, and student questionnaire information; standardized test results for the past 6 years; and information on SAT and ACT scores. Data for individual school districts include average daily membership, high school graduates, square miles, funding communities, number of schools, population, median family income, unemployment rate, and percent of adults with high school diploma; superintendent highlights; district progress toward goals; information on student population; comments from students, parents, and community members about school performance; parent involvement; other indicators of school performance; student statistics; and standardized test results. A statewide summary of 1995-96 education plans indicates each district's goals as they relate to the eight national goals for education. Appendices include a summary of environmental education plans for each school district; a 4-year comparison of selected school district data; 1994-95 staff FTE, salaries, and pupil/teacher ratio for each district; description of the statewide testing program; a list of superintendents; and a glossary. Includes many data tables and figures. (LP)

ED 399 118 RC 020 707

Beasley, Heather
State Associations of Rural and Small Schools: Missions, Operations, and Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 2 Aug 96
NOTE- 14p.; Paper prepared for the First Annual Conference of Virginia Rural Superintendents (Mountain Lake Resort, VA, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advocacy; Elementary Secondary Education; Networks; Organizational Objectives; *Professional Associations; Rural Education; *Rural Schools; *School Districts; Surveys
IDENTIFIERS- *State Associations

A survey examined the mission, operation, and services of statewide formal networks addressing the concerns of rural school systems. Of 21 known state rural education associations, responses were received from 10: Arizona, California, Kansas, Minnesota, Missouri, Montana, Nevada, New York, Ohio, and Texas. Respondents indicated that, in general, the mission of state rural education associations is to give identity, voice, and exposure to rural schools and communities through legislative advocacy, professional development, leadership, research, and collaboration with other groups. Eligibility for membership was extended to various combinations of the following: schools, school districts, individuals, colleges, businesses, and representatives of geographic regions. Membership ranged from 12 in Missouri to 4,700 in Texas, but order thinking skills, multiculturalism, creativity, social skills, responsibility, compassion, leadership, cooperation, and self-esteem. (JRH)

ED 399 137 SE 057 549

Dietz, Nancy J., Ed.; And Others
North Dakota Wetlands Discovery Guide. Photocopy Booklet.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- Jul 95
NOTE- 60p.; For a related document, see ED 398 049.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ecology; Educational Games; Elementary Secondary Education; Environmental Education; Learning Activities; Natural Resources; Plants (Botany); Science Activities; Water Quality; *Wetlands
IDENTIFIERS- *North Dakota

This booklet contains games and activities that can be photocopied for classroom use. Activities include Wetland Terminology, Putting on the Map, Erosional Forces, Water in...Water out, Who Lives Here?, Wetlands in Disguise, Dichotomous Plant Game, Algae Survey, Conducting an Algal Survey, Water Quality Indicators Guide, Farming Wetlands, Wetlands Jeopardy, and Wetland Hop. (JRH)

ED 399 138 SE 057 634

Federal Support to Universities, Colleges, and Nonprofit Institutions, Fiscal Year 1993. Detailed Statistical Tables.
PUB DATE- 95
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Colleges; *Colleges; Degrees (Academic); *Federal Aid; *Higher Education; *Nonprofit Organizations; Tables (Data); *Universities

Institutions of higher education, the major source of the nation's scientists and engineers, perform about one-half of the nation's basic research. Therefore, the level, distribution, and characteristics of federal academic support are of much interest to officials at federal, state, and local levels and in nongovernmental sectors. The data presented in the detailed statistical tables in this document represent all categories of direct federal science and engineering support to institutions of higher education in the United States. The 15 federal agencies included provided virtually all funding for science and engineering research and development at universities and colleges. In addition, data are reported on these agencies' obligations to nonprofit institutions. Data are categorized according to the following variables: trends in federal obligations; geographic distribution; 100 institutions ranked in order of amount received; institutional listings by state, type of institutional control, by highest degree granted and agency; historically black colleges and universities; systems of universities and colleges; federal obligations to independent nonprofit institutions; trends, science and engineering obligations to universities and colleges; summary; type of institutional control; and consortia of institutions. (JRH) and ideas for student activities. Cultural connections for children of different ethnic backgrounds are encouraged as they learn about the achievements and contributions of different cultures to each of the nine science units presented. The units include the earth, oceans, weather, mammals, reptiles, birds, insects and spiders, growing things, and light and sound. Information about the achievements of different cultures is presented throughout the book. (AIM)

ED 399 163 SE 058 822

Pilger, Mary Anne
Science Experiments Index for Young People. 2nd Edition.
PUB DATE- 96
NOTE- 500p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Demonstrations (Science); Elementary Secondary Education; Science Activities; *Science Experiments; *Science Fairs; Student Research

The purpose of the index is to guide students in finding information on thousands of science experiments for investigative projects and science projects for science fairs. Experiments range from simple to complex and are from 1527 books that are both old and new. The nature and range of the projects and activities are appropriate for primary grades and up. The guide includes a listing of subject headings used in the text and an alphabetical index of entries. (DDR)

ED 399 164 SE 058 830

Friday, Gerald
The Writing of the Scientific Paper To Help Students Process Water Quality Data.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation (Environment); Environmental Standards; *Science Instruction; Science Programs; Secondary Education; Water Pollution; *Water Quality; Water Resources

This paper describes how a water monitoring program uses a science research paper to help students apply knowledge learned from the field, the lab, and class discussion. The application consists of examining water quality data of a river and determining what factors had an impact on the river, either biotic or abiotic. Students are asked to analyze and draw conclusions from site data. The learning outcomes for the student include an awareness of the cause and effect relationship of biotic and abiotic factors as they relate to water quality. Steps students can use to conduct water monitoring in local waterways and how to present their results in a science research paper are outlined. (AIM)

ED 399 165 SE 058 838

Jaramillo, James
Do Learners Restructure or Recreate a Second Language in the Content Area of Mathematics?
PUB DATE- 96

Activities; Science Education; Sex Differences
IDENTIFIERS- *Gender Issues

Service learning refers to a form of experiential education that emphasizes for students the importance of accomplishing tasks that meet the needs of others. This paper describes the Service Learning Projects developed by the University of Iowa's Women in Science and Engineering (WISE) program. The purpose of the program is to design, implement, evaluate, and disseminate a model program for helping educators in extracurricular settings present science activities that will interest and challenge elementary and secondary school girls. The projects aim at increasing the awareness of gender issues in science, engineering, and mathematics; promoting gender-equitable teaching in science at all levels; placing science education in the context of the community; extending the scientific and technical resources of the university into the community; and increasing the visibility of female scientists and engineers. (JRH)

ED 399 188 SE 058 945

Poage, Melvin
Critical Thinking Approach to Mathematics Based on the CSBM Research.
PUB DATE- 15 Jun 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; Criticism; *Curriculum Development; Educational Strategies; Elementary Secondary Education; *Mathematics Curriculum; Problem Solving

This booklet contains a series of articles outlining the problem with developmental mathematics training in the United States, with comments from numerous educators and high-ranking business executives. Solutions to improving mathematics training are offered as the result of research from the Continuous Sequence in Basic Mathematics (CSBM) project. The solution is described as a critical thinking approach to teaching mathematics. Changes needed to correct the perceived problems of developmental math include emphasis on reading mathematics, restructure and reduction of curriculum, and more emphasis on critical thinking and problem-solving skills. The booklet offers a 30-unit curriculum, examples of student misconceptions of algorithms, and characteristics of critical thinking. Examples of exercises that utilize critical thinking are provided, including those for algebra, geometry, and problem-solving to reinforce the use of a calculator or computer. Teaching methods for the use of critical thinking are described, including evaluation of students using the process. (AIM)

ED 399 189 SE 058 946

Wang, Rachel
Learning Chemistry in Laboratory Settings: A Hands-on Curriculum for Non-Science Majors.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 27 Aug 96
NOTE- 11p.; Paper presented at the National Meeting of the American Chemical Society (212th, Spokane, WA, August 27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Reference Library of Social Science", volume 942.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Studies; *Comparative Education; Developed Nations; *Developing Nations; *Development; Economic Development; Educational Planning; Educational Policy; Foreign Countries; *International Education
IDENTIFIERS- Asia (East)

This book examines the specific role that formal education has played in the development process of the East Asian regions since World War II. The essays emphasize education's role as a source of growth and analyze its links with economic, social, and political domains in the post-war period. The writers hope to demonstrate both the changing nature of education's role within the countries and the varied nature of its role across the countries. Chapters include: (1) "Education and Development: An Introduction" (Paul Morris); (2) "Japan" (Wing On Lee); (3) "Hong Kong" (Anthony Sweeting); (4) "Singapore" (Saravanan Gopinathan); (5) "Taiwan" (Yi Rong Young); (6) "South Korea" (Chon Sun Ihm); (7) "Malaysia" (Hena Mukherjee; Jasbir Sarjit Singh); (8) "Macau" (Mark Bray); (9) "The People's Republic of China" (Yat Ming Leung); and (10) "Education and Development in East Asia: An Overview" (Paul Morris; Anthony Sweeting). The document concludes an extensive bibliography. (EH)

ED 399 212 SO 026 821

Power, Edward J.
Educational Philosophy: A History from the Ancient World to Modern America.
PUB DATE- 96
NOTE- 242p.; Garland reference library of social studies volume 1017; Studies in the history of education volume 3.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; Educational Anthropology; *Educational History; *Educational Philosophy; Educational Principles; Educational Theories; *Foundations of Education; Higher Education

This book traces the development of educational philosophy from ideas of the ancient Greeks to modern America. The volume notes the early collaboration efforts with other traditional disciplines in higher learning and the emergence of pedagogical knowledge at such institutions as Teachers College at Columbia University, the University of Chicago, and Stanford University. Public and private colleges began introducing professional academic programs for the preparation of teachers. The main thrust of this study is the history of educational philosophy in U.S. colleges and universities, but it does take into account educational philosophy's antecedents. Chapters include: (1) "Educational Philosophy's Ancient Roots"; (2) "Christian Educational Theory"; (3) "Educational Theory in the Modern World"; (4) "Philosophy and Education in Early America"; (5) "The Development of Philosophies of Education"; (6) "Educational Philosophy's Search for Disciplinary Identity"; and (7) "Educational Philosophy's Contemporary Status." The volume concludes with an extensive bibliography. (EH)

ED 399 213 SO 026 826

Lensmire, Timothy J.
The Teacher as Dostoevskian Novelist.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; Classroom Environment; Creative Expression; Elementary Secondary Education; *Novels; Power Structure; *Student Empowerment; Student Role; *Teacher Influence; *Teacher Role; Teaching Methods; *Writing (Composition); *Writing Workshops
IDENTIFIERS- *Dostoevsky (Fyodor)

This paper examines the teacher's role in elementary and secondary school writing workshops--the teacher as Dostoevskian novelist creates a classroom novel and takes up relations with student-characters. The paper focuses on: the rejection of traditional relations among novelist and character, teacher and student, and the embrace of new ones; how students' freedom is imagined and achieved in writing workshops; and teacher authority and power in the writing workshop. The workshop approach outlined parallels that used by Dostoevsky in his novels: the creation of a world in which multiple voices coexist and interact. This environment, an adventure plot in contrast to traditional classroom plot, encourages freedom in students' writing. By writing students into an adventure story, and by constructing the teacher's role as one of supporting student-adventurers, this workshop approach has provided opportunity and motive for student expression in schools. However, the reflection moment, i.e., the examination, criticism, and reconstsruction of intention, meaning, and value, has not generally been addressed. The teacher's role is to promote this sort of reflection, a reflection adequate to what students' writing expression means in their lives within and without the workshop. The unfettered expression of the student depends on this imposition of reflection by the teacher-as-Dostoevskian novelist who risks sharing everything with student-characters in dialogue. (Contains 39 references.) (ND)

ED 399 232 SP 036 851

Yagi, Miki
Teaching Culture: Crosscultural Understanding Barriers Faced by Japanese Students.
PUB DATE- Oct 95
NOTE- 50p.; Masters Thesis, University of Hawaii at Manoa.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; *Cultural Pluralism; *Culture; Foreign Students; Higher Education; *Intercultural Communication; *Japanese Culture; *Student Attitudes
IDENTIFIERS- *Diversity Concept; Japan; United States; University of Hawaii

Crosscultural understanding is a common goal of foreign language teaching; however, conventional cultural lessons provide only a superficial, monolithic view of culture. Based on the perceived ineffectiveness of conventional cultural lessons, this study

Betsiamite Reservation in Canada. Attachments include items comprising scales drawn from Confirmatory Factor Analyses of the Inventory of School Motivation, an instrument used in the study; a table of predictor variables, and an Interview Schedule. (Contains 37 references.) (Author/MAH)

ED 399 250 SP 036 904

Ingvarson, Lawrence; Chadbourne, Rod
Reforming Teachers Pay Systems: The Advanced Skills Teacher in Australia.
PUB DATE- 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; *Career Ladders; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Merit Pay; Secondary School Teachers; *Teacher Promotion; *Teacher Salaries; Teaching (Occupation); Teaching Experience; Unions
IDENTIFIERS- Australia

In the late 1980s, three steps were added to the incremental pay scale for teachers in all Australian state and territory education authorities. The original intent of this Advanced Skills Teacher (AST) concept was to provide an alternative career path for teachers wishing to remain primarily in a teaching role, a career path comparable in status to that enjoyed by administrators. This paper describes what happened to the AST reform in practice, particularly how closely implementation adhered to the original concept; identifies factors that impeded progress and conditions necessary to successfully translate the original concept into practice; and calculates whether the initiative has run its course and whether it can be incorporated within proposed new career structures. This brief survey discovered that AST is almost universally regarded as a disappointment, an opportunity lost. Among the factors that limited the success of the AST in practice are: (1) lack of rigorous standards and evaluation procedures; (2) lack of commitment to funding; (3) its use as a vehicle for achieving too many different agendas; (4) absence of guardianship of the idea or capacity to ensure its integrity; (5) persistence of old assumptions regarding career development; and (6) the concept's vulnerability to political influences. Recommendations include establishing national professional bodies responsible for developing standards and assessments, and reassing the idea of the "alternative career path." (Contains 33 references.) (MAH)

ED 399 251 SP 036 906

Murray, David R.; Graham, Tom
Teaching Systematic Thinking and Problem Solving through Database Searching, Synthesis and Analysis.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Computer Literacy; *Computer Uses

*Essay Tests; High Schools; *High School Students; Science Education; Science Teachers; Scores; *Secondary School Teachers; *Student Attitudes; Student Motivation; *Test Construction; Test Use; Track System (Education); Vocational Education

Essay questions and the effects of their use on student scores are examined by a teacher through collaborative action research. Collaboration with the teacher's graduate school faculty resulted in refinements to the research question and development of a practical study methodology. During the two years of the study, the teacher taught four science classes of college-bound high school students of average and above average ability and four classes of science for vocational students of average and below average academic ability. In any one term, he would use essay questions in two classes and not use them in the other two. A total of 77 college-bound students and 97 vocational students completed the study. In general, essay questions, when used, accounted for about 25% of the overall test score. Time of day the class was held had no effect on student achievement, and, as expected, the classes that took the same textbook-supplied objective tests had similar average scores and attitudes about testing. When essay tests were used, the college-bound students' test scores went up almost 10% overall, with increased interest in studying for tests and increased motivation for learning the material. In the vocational group, the overall average test scores decreased by over 10%, with 5 students decreasing their scores for every one that increased his or her score. Students expressed dislike for the essay questions and tended to leave them unanswered. Additional research is necessary regarding the use of essay questions with below-average students. (Contains 51 references.) (SLD)

ED 399 271 TM 025 421

Saurino, Dan R.
Evaluation Formats: A Teacher's Action Research Look at Tracking.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related document, see TM 025 420.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Academic Achievement; Action Research; Biology; College Bound Students; Constructed Response; Control Groups; Cooperation; *Essay Tests; High Schools; *High School Students; Science Education; Science Teachers; Scores; *Secondary School Teachers; *Student Attitudes; Student Motivation; *Test Construction; Test Use; *Track System (Education); Vocational Education

How different evaluation formats affected test scores for different tracks of high school biology students was studied in an action research case study. For purposes of the study, "A" tracked students were generally college-bound; "B" tracked students were those who had no desire to attend college, especially those in vocational education, or who were below average students whose advisors thought they would not be able to pass a "college-bound" course. Forty-eight A-tracked students and 45 B-tracked students were the experimental groups. Twenty-nine A-tracked students and 42 B-tracked students served as comparisons. Students in the experimental group took the same test control group students did, but, in

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Eligibility; Federal Aid; *Federal Programs; *Grants; Higher Education; *Income Contingent Loans; Information Sources; Loan Repayment; *Paying for College; Program Descriptions; Scholarships; *Student Financial Aid; *Student Loan Programs; Student Responsibility; Student Rights; Work Study Programs
IDENTIFIERS- Department of Education; Family Education Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

This guide describes federal student aid programs for postsecondary education and how to apply for them. It begins by outlining sources for learning about student aid, such as school financial aid administrators, state higher education agencies, foundations, organizations related to particular fields of interest, and toll-free telephone numbers for information on the Robert C. Byrd Honors Scholarship Program and the AmeriCorps program. The guide presents general information about federal student aid, including eligibility in terms of need and dependency status, the application process, special circumstances, deadlines, and important phone numbers. It then provides more detailed descriptions of the Federal Pell Grant Program, Federal Stafford Loans, PLUS Loans (Loans for Parents), Consolidation Loans; and the following campus-based programs: Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Federal Perkins Loans. The guide concludes with a discussion of borrower responsibilities and rights, procedures for loan deferment, discharge/cancellation, and a glossary of important terms. A Free Application for Federal Student Aid is included. (KG)

Biennial Budget. Basic Education Forecasts. 1995-97.
PUB DATE- Jan 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Bilingual Students; *Budgeting; Change Agents; Disabilities; Educational Finance; Elementary Secondary Education; *Enrollment Trends; Higher Education; Kindergarten; Long Range Planning; Population Trends; *Predictive Measurement; Private Schools; Public Schools; Statistical Data; Tables (Data); *Trend Analysis
IDENTIFIERS- *Washington

This document presents the 1995-97 Biennial Washington state education budget forecasts for K-12. A total of 18 tables in the main body of the report present the data which includes: average annual K-12 full time enrollment (FTE) overall and by grade groupings; comparison of average annual FTE to October FTE; October headcount enrollment; running start enrollment; average annual headcount handicapped enrollment overall and by disability condition; average annual headcount bilingual enrollment; bilingual enrollment by grade as a percent of total bilingual enrollment; persons served in bilingual programs as a percent of headcount enrollment by grade; persons served in bilingual programs by length of time in program; comparison of high school graduates to high school seniors, school years 1964-65 to 2005-06; and long-range K-12 enrollment forecast. The 17 figures present such data as: population, age 5-17 and public K-12 enrollment; percent of population and K-12 enrollment change from the prior year; grade 1 entrants and grade 12 exits; change in grade 2 compared to grade 1 the prior year; change in grades 10-12 compared to grades 9-11 the prior year; handicapped enrollment for selected categories for 1985-86, 1989-90, and 1993-94; average annual headcount bilingual enrollment with annual percent change; bilingual participation, enrollment as a percent of average annual headcount; bilingual students served by length of time in program; and forecast of high school graduates, public and private schools. The appendix contains additional tables of data. (CK)

This book, designed for grades four through eight, offers a variety of lessons designed to provide teachers with plans for using video technology in the classroom. Many curricular areas are addressed in order to provide a range of educational alternatives from which to choose. Most of the lessons require students to work in cooperative groups of four to six students. Each entry contains behavioral objectives, materials, time and equipment requirements, and procedures. Most lessons begin with brief descriptions and also provide hints for avoiding "glitches" which can mar attempts at new procedures. Many of the activities in this document benefit from the creation of scripts and storyboards. Activities are provided for language arts and literature; history and social studies; science; mathematics; visual and performing arts; and miscellaneous projects. Also included are reproducible worksheets for scripts and storyboards; a pre-taping checklist; a list of online projects and forums for discussion between teachers; and a glossary. (AEF)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Educational Cooperation; *Educational Resources; Electronic Publishing; Elementary Secondary Education; Global Approach; *Internet; Learning Strategies; Partnerships in Education; Resources; Search Strategies; Teaching Methods; *World Wide Web
IDENTIFIERS- Collaborative Learning; University of Minnesota

Educators are finding new and interesting ways to use computers as tools to educate and learn. For students to compete in the global community, it is imperative that educators embrace and use the World Wide Web in their curriculum. Hillside Elementary School in Minnesota uses the Internet, in a project called Web66, as a medium for student publishing, a resource, a communications teaching tool, and a collaborative tool. The paper describes each of the four uses. Web66, a project developed in collaboration with the University of Minnesota College of Education and Human Development, the Center for Applied Research, and the 3M Corporation, is a resource that helps a teacher learn how to set up their own Internet server, construct their own network, find other K-12 educators and students using the Internet, and find and use educational resources on the World Wide Web. (Author/SWC)

*Technology Plans; Wisconsin

This guide provides the layperson with a concise overview of factors to consider when making plans to outfit elementary and secondary schools with technology inexpensively. The guide draws on the knowledge of consultants, architects, electronics engineers, and the experiences of educators who have been involved in the process of designing schools that allow for efficient and cost-effective use of new technologies. The guide includes sections on: the importance of planning; the basics of networks; the cost of technology; implications for school design; what technical information the planners need to know; and resources for advice on planning for educational technology, including contact names, addresses, and telephone numbers. The guide contains 12 appendices on the following topics: the planning process for integrating technology into the PK-12 curriculum; the potential of technology; components of the instructional technology framework; a list of technology design consultants suggested by Wisconsin school district personnel, with a chart showing which services each firm provides; questions to guide the architect selection process; types of wires and cables; diagrams of local area network topology; costs of technology; a list of items in a technologically current classroom; distance learning classroom floor plans; schools already designed for new technology; and an annotated bibliography of 17 sources with availability information provided. (SWC)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Design; Cooperative Learning; Costs; Design Requirements; *Electronic Classrooms; *Facility Planning; Furniture Arrangement; Guidelines; Human Factors Engineering; Standards; Teacher Student Relationship; Teaching Methods; Technological Advancement
IDENTIFIERS- Building Codes; *Equipment Needs; Interactive Systems

In an increasingly technological environment, traditional teaching presentation methods such as the podium, overhead, and transparencies are no longer sufficient. This document serves as a guide to designing and planning an electronic classroom for "bidirectional" communication between teacher and student. Topics include: (1) determining whether to construct a new facility or renovate an existing one; (2) building codes and standards; (3) outfitting the lab, including selecting furniture, arranging desks, chairs, white boards and screens, lighting, walls, acoustics, environmental controls, and accessories; (4) electronic equipment, including selection of projection equipment with considerations about motion video, portability, image quality, and cost, rear versus front projection, integrated control systems, monitors, and wiring; (5) software; (6) security; (7) estimating costs; and (8) managing the classroom. (Contains 20 references.) (Author/SWC)

*Information Sources; Information Systems; *Information Technology; Internet; Multimedia Materials; Online Systems; Telecommunications; Users (Information)
IDENTIFIERS- Connectivity; *Cyberspace; Information Economy

Information has become an increasingly valuable commodity. Access to full-text information, containing text, images, and in some cases, sound, is becoming vital to decision-making for organizations as well as individuals. The book covers the following topics: (1) the information marketplace in a cyberculture; (2) the telecommunications foundation for cyberspace; (3) open systems, connectivity, and information access in cyberspace; (4) national and regional networks in the information chain; (5) institutional networks in information access and consumption; (6) transparent gateway interfaces in full-text information delivery; (7) U.S. national information policy initiatives for cyberspace; (8) international interfaces and data flow in cyberspace; (9) the human side of information access; and (10) harnessing the electronic full-text superflow in cyberspace. The book contains a glossary of terms, index, and selected bibliography of 138 sources. (SWC) project to analyze responses from a statewide survey of employers' perceptions of training needs and conduct focus groups with Lane County employees regarding their perceptions. The statewide study surveyed 6,010 businesses in the state, while LCC conducted focus groups with approximately 360 employees from 40 organizations. A comparison of findings from the two studies revealed the following: (1) the top four training priorities for employers were technical training, safety training, interpersonal communication, and basics skills training; (2) the top four training needs cited by employees were interpersonal and communication skills training, new employee orientation, technical training, and team building; (3) while employers and employees cited similar training priorities, employees mentioned training issues not covered by employers, including training for effective meetings, statistical control processes, and time management; and (4) the groups also differed with respect to quality-related training, with employers rating it highly and employees giving it the least priority. As a result of the project, a model was developed for accurately assessing regional training needs by gathering data from numerous sources on both employer and employee perceptions. Includes a six-item checklist for assessing training needs. Contains 19 references. (HAA)

Updated for the New Staff of 1996-97.
PUB DATE- 96
NOTE- 28p.; For "Campus Profile '96," see JC 960 533.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Characteristics; Community Colleges; Educational History; *Enrollment; *Enrollment Trends; *Institutional Characteristics; *Institutional Mission; *School Demography; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Glendale Community College CA

Established in 1927, Glendale Community College (GCC) in California is a public, open-enrollment institution dedicated to serving an increasingly diverse student and community population. In its effort to meet community needs, the college supports a strong transfer program, occupational programs, personal enrichment opportunities, and a variety of non-credit educational programs. As of 1996, the population of the college's district was estimated at 195,000, with growth estimated at 1% per year. While in 1970 the district population was 85% Caucasian, 1990 census data indicate that it is currently 64% Caucasian, one-third of which is Armenian; 21% Hispanic; 14% Asian; and 1% other. This diversity is reflected in the GCC student body, which is 30% Armenian, 21% Latino, 19% Caucasian, 14% Asian, 10% other, and 7% Filipino. Although total enrollment began to decline in 1992-93 in response to statewide community college fee increases, as of 1996 students were taking more units each term and semester-to-semester retention increased to approximately 75% from 64% in 1985. For credit enrollments, the number of continuing students declined for the first time in a decade in 1995, while the majority of credit students were 20 years old and under. Non-credit programs accounted or 5,817 students in fall 1996. Finally, GCC maintains active recruitment efforts with high schools and international students and transfers over 450 students yearly to institutions throughout the state and country. (Contains 15 graphs.) (HAA)

outcomes are appended. (HAA)

ED 398 994 JC 960 605

Dillon, Timothy J.
Monroe County Community College Writing across the Curriculum Annual Report, 1995-96.
PUB DATE- 96
NOTE- 64p.; For the 1994-95 report, see ED 385 301.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; *Peer Teaching; *Program Effectiveness; Tutors; Two Year Colleges; Writing Ability; *Writing Across the Curriculum; Writing Assignments; *Writing Instruction; *Writing Laboratories; Writing Skills; Writing Teachers
IDENTIFIERS- Monroe County Community College MI

This report provides outcomes for 1995-96 for Monroe Community College's Writing-Across-the-Curriculum (WAC) program, an effort designed to help students learn to write in all disciplines through writing centers staffed by student writing fellows. Following introductory remarks, the report provides discussions of the following topics: the future of WAC at the college; major achievements for the year; peer tutors (a review of the Writing Fellow Program); statistical outcomes by quarter; procedures for scheduling tutors; and outcomes from program evaluations completed by 408 students, tutors, and college faculty. Sample newsletters, bulletins, and evaluation report forms are appended. Highlights of the report include the following: (1) in 1995-96, 1,917 conferences were held, compared to 1,788 in 1994-95; (2) the most common assignment on campus was the 500-word theme paper, followed by the research paper, and the book or article review; (3) the most common form of writing was expository, followed by persuasive; (4) 1,413 of the students served were from the Humanities/Social Science Department, while 192 were from Business and 161 were from Industrial Technology; (5) in evaluations, 96% of student respondents indicated that they found it convenient to use the Writing Center, while 94% said that tutors identified problems in their writing of which they were unaware; and (6) 99% of the students thought that they would use the Writing Center again. Comments from students, faculty, and WAC staff are included. (HAA) professional development are also described. The August issue reports on the status of the CDA credentialing program, CDA training locations in Arkansas, and institutions offering academic credit for the CDA credential. Information on the Nursery Nature Walks organization and the international conference in recognition of the United Nations' International Year of the Family is also provided. The November issue provides data compiled from the latest CDA survey on education, salary, and position information on CDAs. Information is provided on the establishment of the national CDA Advisory panel, availability of Joint Training Partnership Act (JTPA) funds for CDA credential training, and the Family Child Care Training Project curriculum integrating special needs children into regular child care programs. An essay on CDAs in Head Start is also included. (SD) demonstrated bias against girls in American classrooms and curriculum. Subjects were 879 male and 868 female students from 81 classrooms (grades K-8) in 41 Catholic elementary schools of the Archdiocese of Louisville (Kentucky). Classroom observations lasted 40 minutes each and included coding of the Sadkers' INTERSECT research instrument. Teachers' comments were grouped into four categories: praise, acceptance, remediation, and criticism, and the percentages of each type were compared to those of the Sadkers' previous studies. This study found parallel numbers, but also demonstrated a higher number of praise responses in primary versus junior high classrooms. It also found that male students receive more attention in all categories, with the greatest difference in remediation. (Contains anecdotal evidence of gender bias and general suggestions to combat it.) (EV) motivating the staff team and a chart detailing commonly asked questions regarding the QIAS and responses is included. A major component of the self-evaluation--staff observation--is described. The identification of center strengths and areas for improvement from the Parent Questionnaire and staff observation, and from the development, implementation, and evaluation of a written Plan of Action are detailed. Recommendations for the review by the moderators of the National Childcare Accreditation Council are listed. The report to the center is based on the moderator's report to the Council and the accreditation decision. The ongoing process of review is emphasized. An appendix shows portions of the self-study materials. (KDFB)

This paper outlines 22 principles of practice that serve as criteria by which to judge the developmental appropriateness of an early childhood curriculum. The principles lead to the assertion that young children as learners are greatly supported when a "project approach" is used--e.g., when their early childhood education experience includes opportunities for investigations of phenomena in their environments. Criteria of appropriateness of curricula and pedagogy are discussed, along with explanations of the developmental approach to curricula and teaching practices. The 22 principles of a project or developmental approach include: (1) taking into account those aspects of learning that change with the age and experience of the learner; (2) taking into account two equally important dimensions of development--normative and dynamic; and (3) children's dispositions to be interested, engaged, absorbed, and involved in intellectual effort are strengthened when they have ample opportunity to work on a topic or investigations over a period of time. (BGC)

Itzkoff, Seymour W.
Children Learning To Read: A Guide for Parents and Teachers.

PUB DATE- 96
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; Dyslexia; *Early Reading; *Emergent Literacy; Initial Teaching Alphabet; Invented Spelling; Language Enrichment; Language Experience Approach; Language Processing; Neurology; Parent Participation; Parent School Relationship; Phoneme Grapheme Correspondence; Phonics; Primary Education; *Reading Comprehension; Reading Readiness; Spelling; Television; Whole Language Approach; Writing (Composition); Written Language; *Young Children
IDENTIFIERS- Feature Analysis; Hyperlexia; New Zealand Reading Recovery Program; Reading Recovery Projects; Vignettes

This nontechnical guide for parents and teachers examines learning to read from infants' babbling to the fluent reading of children reading independently for pleasure. Chapter 1, "Baby Speaks," describes language development in infancy. Chapter 2, "Our Alphabet: Language by Ear and by Eye," presents the alphabetic system and describes games to increase preschool children's self-consciousness about phonemes. Chapter 3, "Preparing Your Child to Read," describes reading readiness activities, noting the impact of perceptual-motor and sensory development. Chapter 4, "Slow Reading: Phonics and Decoding," presents the phonic approach to reading as a transitional phase in learning to read with fluency and comprehension. Chapter 5, "The Child's Reading System," identifies reading readiness as a product of brain maturation, differentiates dyslexia and hyperlexia, and focuses on featural encoding. Chapter 6, "Reading Is Understanding," discusses the relationship between the reading system and intelligence, noting the importance of immersion in multi-modal language experiences. Chapter 7, "First Grade Rubicon: Ten Important Tips," suggests reading goals and activities. Chapter 8, "Each Child Is Unique," illustrates general parameters for dealing with children with reading problems through vignettes. Chapter 9, "Whole Language: Caution," critiques the whole language approach. Chapter 10, "Reading Recovery: Working at Success," describes the reading recovery process. Chapter 11, "Writing," discusses the relationship of writing to reading and speech and spelling development. Chapter 12, "The School Program," reiterates reading fluency stages and describes developmental reading approaches. Chapter 13, "What Parents Can Do," describes how parents can be educational partners in teaching reading. Contains 22 pages of references. (KDFB)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Educational Practices; Elementary Secondary Education; *Family Problems; Family Programs; Financial Problems; Foreign Countries; High Risk Students; Parent Participation; *Parent School Relationship; Principals; Pupil Personnel Services; Rural Family; *Rural Schools; Staff Development; *Stress Management; Stress Variables
IDENTIFIERS- *Farm Crisis; Saskatchewan; *Student Support Services

Interviews with 12 principals of K-12 schools in rural Saskatchewan examined practices enacted in 1992-93 to lessen the effects of the farm economic crisis on students. A seven-section literature review describes the financial, personal, family, and community components of the farm crisis in Canada and the United States and provides an overview of programs developed to combat the effects of the farm crisis. These programs include U.S. and Canadian family programs, programs for children, programs in U.S. and Canadian education, and Saskatchewan programs. The results of the principal interviews indicate that students were affected by the farm economic crisis in ways related to the physical quality of their lives, their behavior, shifting family employment patterns, and pressures to succeed in school. School responses to the crisis included curriculum modifications, alterations to teacher role, and changes in school procedures and relations with students and parents. Principals felt that ideal responses to student needs involved provision of professional counseling for students, additional time for staff to meet students' noninstructional needs, additional training for school personnel, curriculum to speak to present needs, and funding for student supplies. Principals also commented on student substance abuse, the effects of off-farm employment on parent participation, and rural "latch-key" children. Recommendations are offered concerning administration, budgeting, curriculum, and teacher education. Contains 41 references. (SV) the membership of 7 of the 10 organizations fell in the range of 101-563. Association budgets ranged from $8,000 to $375,000, with a mean of $136,450 and a median of $73,750. Funds were received primarily from membership dues and were used to pay for conferences, workshops, paid employees, program speakers, networking costs, and publication costs. Most associations had two paid employees. Association activities are concerned primarily with educating legislators, members, and communities about the educational needs and concerns of their state's rural sector. Common difficulties include maintaining member involvement, presenting a unified research-based voice on rural issues, and overcoming challenges of distance. Includes a list of 21 rural education associations and the survey questionnaire. (SV)

ED 399 139 SE 057 654

Indoor Air Quality: Tools for Schools Action Kit.
SPONS. AGENCY- American Federation of Teachers, Washington, D.C.; American Lung Association, New York, N.Y.; Association of School Business Officials, Chicago, Ill.; Council for American Private Education, Washington, D.C.; National Education Association, Washington, D.C.; National PTA, Chicago, Ill.
PUB DATE- Sep 95
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; *Educational Facilities Design; *Educational Facilities Improvement; Environmental Education; *School Buildings

Good indoor air quality contributes to a favorable learning environment for students, productivity for teachers and staff, and a sense of comfort, health, and well-being for all school occupants. The goal of this kit is to provide clear and easily applied guidance that will help prevent Indoor Air Quality (IAQ) problems and resolve such problems promptly if they do arise. It recommends practical actions that can be carried out by the school staff without the need for training, and is flexible enough to conform to the specific needs of the school. The kit includes an IAQ coordinator's guide, various checklists, IAQ problem solving wheel, and an indoor air pollution guide for health professionals. The coordinator's guide is divided into two basic sections: background information and specific activities. Specific activities involve two major actions: the management of pollutant sources and the use of ventilation for pollutant control. The background information and activities in this voluntary program are directed toward existing schools in the K-12 range, but colleges, universities, and preschool and daycare centers could benefit by application of the principles and activities presented. (JRH)

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Contrastive Linguistics; Educational Theories; *Language Teachers; Mathematics Education; Secondary Education; *Second Language Learning

This paper summarizes how mentalists have employed the concepts of recreating and restructuring to explain how children and adults acquire a second language and to show how the context of these terms is integrated within the content area of mathematics. The mentalist school of thought towards restructuring and recreating was divided into two camps: those who focus on grammar form and those who focus on semiotics or meaning. This paper compares how each camp of followers define and apply these concepts to design classroom acquisition contexts to facilitate content learning. Specific theories examined include those of Selinker (1972), and Dulay, Burt, and Krashen (1982). (Author/AIM)

ED 399 166 SE 058 840

Fisher, Linda E.
Writing To Facilitate Learning in Microbiology.
PUB DATE- May 96
NOTE- 8p.; Paper presented at the American Society for Microbiology Undergraduate Microbiology Conference (Baton Rouge, LA, May 17-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Higher Education; Instructional Improvement; *Microbiology; Science Instruction; *Writing Across the Curriculum

This paper describes a microbiology course that utilizes writing to facilitate learning of complex concepts, for communicating experimental results, and as a diagnostic tool for the instructor in monitoring the students' understanding of material on an on-going basis. In-class writing assignments that summarize subject units are accompanied by a series of group and individual projects that include writing about how science is reported to the layperson, comparing magazine or newspaper articles with primary journal articles on the same topic, and analyzing and writing about a microbiology topic of choice as presented in the scientific literature. (DDR)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Hands on Science; Higher Education; *Inquiry; Nonmajors; *Science Activities; Science Curriculum; Scientific Concepts

This curriculum consists of a series of Learning Activity Packets (LAPs) on the chemistry involved in different aspects of modern society. It is intended for non-majors and introduces fundamental concepts by engaging students in hands-on learning activities. The LAPs are designed to make connections between chemistry and other fields of interest to the students, incorporate a variety of strategies to promote active learning and accommodate different learning styles, emphasize first-hand experiences in scientific inquiry, and provide an attractive introduction for further studies. Prominent features of the LAPs are discussed including LAP format, interactive lab exercises, first-hand experiences, modular approach, and writing to learn. Also discussed are the instructor's role and class testing results. Appendices include list of LAP titles, sample LAP schedule, and a summary of student evaluations. (JRH)

ED 399 190 SE 058 953

Hammerman, Donald R.; And Others
Teaching in the Outdoors. Fourth Edition.
PUB DATE- 94
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; *Evaluation; Experiential Learning; Higher Education; Outdoor Activities; *Outdoor Education; Teacher Education; Teaching Methods

This book is designed specifically for pre- and in-service teachers, school administrators, and college and university personnel. It can also be used as a source of program ideas by agency and private camp personnel. The intent of this book is to present a fairly brief, concise point of view representing the authors' philosophy, derived from their collective experience as outdoor educators. The thoughts, ideas, and information presented are aimed at helping students and teachers become better acquainted with the use of the outdoors as a laboratory for learning. Chapters include: (1) "Why Teach Outside the Classroom?"; (2) "Techniques of Teaching in the Outdoors"; (3) "Extending the School Curriculum to the Outdoors"; (4) "Learning Experiences for Outdoor Laboratories"; (5) "Resident Outdoor Education Programs"; (6) "Evaluation Procedures in Outdoor Education"; (7) "What Does Research Tell the Outdoor Educator?" and (8) "The Roots of Outdoor Education: Historical Perspective." (JRH)

National Standards for History. Basic Edition.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 96
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Guides; Elementary Secondary Education; Global Education; Integrated Activities; Interdisciplinary Approach; Multicultural Education; Social Studies; *Standards; *United States History; *World History; World Literature
IDENTIFIERS- National History Standards

This revised guide is intended for teachers to aid in development of history curriculum in the schools and explains what students should know and be able to do in each of the grade levels. The book addresses two types of standards: (1) historical thinking skills; and (2) historical understandings. Standards in history for grades K-4 include: (1) "Living and Working Together in Families and Communities, Now and Long Ago"; (2) "The History of Students' Own State or Region"; (3) "The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage"; and (4) "The History of Peoples of Many Cultures Around the World." U.S. history standards for grades 5-12 include the eras: (1) "Three Worlds Meet (Beginnings to 1620)"; (2) "Colonization and Settlement (1585-1763)"; (3) "Revolution and the New Nation" (1754-1820s); (4) "Expansion and Reform" (1801-1861); (5) "Civil War and Reconstruction" (1850-1877); (6) "The Development of the Industrial United States" (1870-1900); (7) "The Emergence of Modern America" (1890-1930); (8) "The Great Depression and World War II" (1929-1945); (9) "Postwar United States" (1945-1970s); and (10) "Contemporary United States" (1968-present). World history standards for grades 5-12 include the topics: (1) "The Beginnings of Human Society"; (2) "Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE"; (3) "Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE"; (4) "Expanding Zones of Exchange and Encounter, 300-1000 CE"; (5) "Intensified Hemispheric Interactions, 1000-1500 CE"; (6) "The Emergence of the First Global Age, 1450-1770"; (7) "An Age of Revolutions, 1750-1914"; (8) "A Half-Century of Crisis and Achievement, 1900-1945"; and (9) "The 20th Century Since 1945: Promises and Paradoxes." (EH) explores an alternate way of teaching culture, employing the notion of culture as both shared knowledge and individual differences. This approach views culture as complex, dynamic, and diverse. Five Japanese undergraduate and graduate students who recently arrived at the University of Hawaii participated in this study as co-researchers, investigating the notion of culture. In daily journal writing and weekly meetings, the participants reported personal experiences which they felt were caused by cultural differences. They revealed their previously learned cultural knowledge of both Japan and America. Their basic concepts were that they equated culture with nation, perceived American Culture and Japanese Culture as monocultural entities, and ignored individual differences. These findings indicated that previous attitudes are difficult to overcome and that conventional cultural exercises are not sufficient to overcome such attitudes and can sometimes interfere with in-depth crosscultural understanding. It is suggested that teaching culture should start from understanding cultural diversity within one's own country. By observing diversity, students can see that each person belongs to a variety of subcultures and develops a cultural identity, which is both shared and unique. This awareness will help students view culture as diverse, dynamic, and complex, thus facilitating their readiness for crosscultural understanding. (Contains 44 references.) (Author/ND)

in Education; *Critical Thinking; *Databases; Education Courses; Elementary Secondary Education; Higher Education; *Online Searching; Preservice Teacher Education; Problem Solving; Search Strategies; Teaching Methods; *Thinking Skills

IDENTIFIERS- Alice Lloyd College KY; *Blooms Taxonomy; *ERIC

Teacher education faculty and library reference services personnel collaborated to introduce teacher education students to the use of modern technological resources and to encourage systematic thinking processes to address pedagogically based educational problems. Undergraduate students enrolled in an educational psychology class piloted the project. They were instructed in the use of the ERIC Database on CD-ROM, focusing on the ERIC Thesaurus, parsing, use of Boolean operators, limiting citations, and printing. Critical thinking concepts and systematic planning in decisionmaking were discussed in two subsequent classroom sessions. The students were asked to define and investigate an instructional problem, develop a rationale, construct research strategies, compile descriptors, search the ERIC database, and connect relationships of citations to their educational topic or problem. They reviewed the citations, summarized the data, drew conclusions, and cited recommendations and potential solutions to the problem. The final product consisted of a modified annotated bibliography. A survey of student perceptions of the project indicated that the students understood the potential of their exposure to the concepts of critical thinking, applications of systematic planning, and technological applications. They placed a high value on their instructional activities and were interested in having more such activities in their undergraduate preparation. (MAH) addition, they were given an additional three essay questions. Their attitudes about the essay test evaluations were noted. Results suggest that adding essay questions to objective tests supplied by textbook publishers is recommended for A-tracked students, who performed well and liked the essay format. However, B-tracked students found the essays difficult and did not do well. The disadvantages of the essay format outweighed the advantages for the students in the B track. Action research was a good approach to investigating the effects of different evaluation formats for students of different levels of ability. (Contains 26 references.) (SLD)

ED 399 272 TM 025 428

Lietz, Petra H.; Roche, Lawrence A.
Testing the Invariance of Reading Literacy Dimensions across Different Countries: An Application of Multigroup Confirmatory Factor Analysis.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Correlation; Databases; Factor Analysis; *Factor Structure; Foreign Countries; Goodness of Fit; *International Studies; *Literacy; Mathematical Models; *Reading Comprehension; Surveys; Test Items
IDENTIFIERS- Belgium; Hungary; *Invariance; Italy; United States

This study investigates whether or not the factor structure of reading comprehension is invariant across large, nationally representative samples of 14-year-old students from four different countries. The data from French-speaking Belgium, Hungary, Italy, and the United States were collected as part of the Reading Literacy Study of 1990-91, conducted by the International Association for the Evaluation of Educational Achievement. The relevance and application of multigroup confirmatory factor analysis techniques (K. G. Joreskog and D. Sorbom, 1988) to the assessment of model generalizability across countries or cultures, particularly in relation to international databases, is demonstrated and discussed. Results indicate that it is not unreasonable to assume factor loadings and factor correlations to be invariant across the four countries. When item uniquenesses were set to be invariant, a decrease in fit according to the relative noncentrality index and the Tucker Lewis index was observed. In contrast, the parsimony relative noncentrality index showed a higher value for the model in which invariance was assumed for all parameters in the model. (Contains 1 table, 1 figure, and 27 references.) (Author/SLD)

ED 399 273 TM 025 431

New Hampshire Educational Assessment Report, Grade 3.
PUB DATE- May 94
NOTE- 23p.; For the "End-of-Grade Three" report, see TM 025 433.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Constructed Response; *Educational Assessment; *Grade 3; Knowledge Level; Language Arts; Mathematics Education; Multiple Choice Tests; Primary Education; School Districts; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *New Hampshire

The New Hampshire State Department of Education in conjunction with the state board and the Legislature, has implemented a new statewide educational improvement and assessment program. The purpose of the program is "to establish what New Hampshire students should know and be able to do and to develop and implement effective methods for assessing that learning and its application so that local decisions about curriculum development and delivery can be made." This first "Educational Assessment Report" contains district-level benchmark data on student performance at the end of the primary grades, data that can be the baseline for charting educational progress over time. The statewide assessment New Hampshire uses to evaluate its third-grade students employs a mix of multiple-choice and open-ended items to assess students' knowledge and their ability to apply that knowledge. In this first assessment, third graders were tested in language arts and mathematics. Nearly all of the state's 16,092 third graders took the examination; less than 3% were excluded for language difficulties or learning disabilities. The summaries of results include information on the numbers and percentages of students at each proficiency level, the performance of students in subgroups of interest, and other information districts can use to compare the performance of their students to that of other districts. Information is summarized for the whole state for language arts and mathematics, and for each of the state's districts. (Contains three tables.) (SLD)

ED 399 274 TM 025 432

Nonpublic School Enrollment, State of Maryland. September 30, 1995.
PUB DATE- 30 Sep 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; *Enrollment; *High School Graduates; *Private Schools; *School Personnel; Teachers
IDENTIFIERS- *Maryland

Every year the Maryland State Department of Education summarizes the enrollment and staff counts for nonpublic schools in Maryland. The data reported in this release are a summary of the data reported to the Department of Education by nonpublic schools. Data are presented without commentary in the following tables: (1) "Nonpublic School Enrollment and Graduates"; (2) "Catholic School Enrollment and Graduates"; (3) "Non-Catholic

ED 399 293 TM 025 607

Johanson, George A.; Johanson, Susan N.
Differential Item Functioning in Survey Research.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Data Analysis; *Evaluation Methods; Item Analysis; *Item Bias; *Research Methodology; *Surveys; *Test Construction; Test Items
IDENTIFIERS- Item Bias Detection; *Mantel Haenszel Procedure

Differential item functioning (DIF), or item bias, occurs when individuals in a focal group respond differently to a test item than do individuals in a reference group even when comparisons are restricted to individuals with similar overall skill levels on the trait in question. It is common in constructing a questionnaire or survey to recommend that an item analysis be conducted in a manner similar to that used in cognitive measurement, but it is not common to be concerned with items as they perform differently. DIF has apparently not yet been widely recognized as a tool for developing a survey or for understanding survey responses. The Mantel Haenszel procedure is one of the empirical methods most commonly used to identify DIF, and its use in survey development is explored. Two examples, one involving the evaluation of student achievement for 777 male and 773 female elementary school students, and the other involving the evaluation of human service workshops for 798 participants aged over 40 years and 884 who were younger, illustrate the way in which information about DIF could have aided in the development of the instrument and interpretation of the data. DIF detection would seem a useful adjunct to the traditional item analysis that could be of substantial value at the pilot or revision stage of instrument development. (Contains 4 figures and 20 references.) (SLD)

ED 399 294 TM 025 609

Johanson, George A.
A Compromise Grading Model for Classroom Tests.
PUB DATE- Apr 92
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criterion Referenced Tests; Cutting Scores; *Educational Testing; Error of Measurement; *Grading; *Norm Referenced Tests; Sampling; Secondary Education; *Secondary School Students; Standards; *Test Construction; Test Use
IDENTIFIERS- *Compromise

Most educational measurement texts distinguish between norm-referenced (NR), or relative, methods of assigning letter grades to objective test scores, and criterion-referenced (CR), or absolute, methods. Both NR and CR approaches have serious limitations in typical classroom situations, and neither approach, in its pure form, may be entirely suitable. An

ED 399 312 UD 031 274

Wang, M. C.; And Others
Educational Resilience in Inner Cities. Publication Series #93-5d.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Child Development; Community Influence; Educational Practices; Elementary Secondary Education; *Inner City; Life Events; Locus of Control; *Parent Child Relationship; Personality Traits; *Self Efficacy; Student Attitudes; Teacher Student Relationship; Urban Areas; *Urban Schools
IDENTIFIERS- *Resilience (Personality)

Educational resilience is defined as the heightened likelihood of success in school and in other life accomplishments, despite environmental adversities. This paper summarizes the concept of resilience as it has been advanced in developmental psychopathology and discusses educationally relevant research that is consonant with the definition of educational resilience. The focus is on conditions amenable to change within communities, homes, student peer groups, schools, and classrooms. Research has found that some children escape adversity without lasting damage, and that the active role of the individual is an important factor in survival. Resilient children have been observed to perceive experiences constructively and to have a clear sense of purpose about their future agency in controlling their own fates. Only a few studies have provided direct evidence on whether a particular set of school characteristics is effective in fostering student resilience in inner city schools, but schools that emphasize student involvement and belonging have been found to offer protection against adversity. Characteristics of communities that foster resilience are also those that promote a sense of involvement. Fostering resilience requires parent and teacher involvement and peer support to increase the protection against adverse influences. Research to identify the specific practices and policies that foster resilience is needed to design effective interventions. (Contains 110 references.) (SLD)

ED 399 313 UD 031 275

Palmer, R. B.; And Others
Family Processes, Family Interventions, and Adolescent School Problems: A Critical Review and Analysis. Publication Series #93-5c.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Adolescents; Elementary Secondary Education; Family Characteristics; *Family Influence; Family Programs; *Intervention; Outcomes of Education; Parent Child Relationship; Parent Education; *Parent Participation; *Prevention; Program Implementation; *Skill Development;

Education for All. Contexts of Learning Series.
PUB DATE- 96
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cooperative Learning; Educational Quality; *Educational Research; Educational Theories; *Elementary Secondary Education; Incentives; *Instructional Effectiveness; Program Development; Teaching Methods; Team Teaching; Time Factors (Learning)
IDENTIFIERS- *Best Evidence Synthesis; *Slavin (Robert E); Success for All Program

This collection assembles some of the most important works from the writings of Robert E. Slavin and presents them in individual chapters with introductions and commentary to set them in context. The works cited give educators and educational researchers a single source for the most important work of Slavin and his colleagues. The first section, "Research on Effective Instructional Strategies," traces the program of development and research that led from cooperative learning strategies for elementary and secondary classrooms to the cooperative elementary school to the Success for All and Roots and Wings programs. The second section, "Best-Evidence Syntheses," presents quantitative reviews of research on several key issues of school and classroom organization. These reviews use the review technique of best-evidence synthesis, which combines systematic literature search methods and the quantification of study outcomes characteristic of meta analysis with the discussion of substantive and methodological issues and the description of important studies characteristic of the best narrative reviews. A theoretical model derived from Slavin's work that has guided much of it is presented as a model of effective instruction based on quality of instruction, appropriate levels of instruction, incentive, and time that provides opportunities for learning. (Contains 10 figures, 37 tables, and 829 references.) (SLD)

ED 399 333 UD 031 298

White, Jonathan B.
Dropout Rate Study 1993-94. Annual Dropout Rates in Arizona Public Schools, Grades Seven through Twelve.
PUB DATE- Jul 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Rate; Dropouts; *Educational Trends; Elementary School Students; Elementary Secondary Education; *Enrollment; *Ethnic Groups; *High School Students; *School Districts; School Holding Power; Sex Differences
IDENTIFIERS- *Arizona

This study reports one-year dropout rates for Arizona school districts. Dropouts were counted on an 12-month basis from the end of the 1992-93 school year to the end of the 1993-94 school year. The total state enrollment covered in this study was 322,525 students in grades 7 through 12. There were 3,567 dropouts from the elementary grades (7 and 8), representing 3% of total elementary enrollment. Only 13.7% of these left school deliberately or were expelled; the status of more than four-fifths was not known, and it is assumed that many enrolled on other schools. There were 25,359 high school dropouts, 12.3% of

School Enrollment and Graduates"; (4) "Nonpublic School Enrollment by Grade"; (5) "Catholic School Enrollment by Grade"; (6) "Non-Catholic School Enrollment by Grade"; (7) "Nonpublic School Enrollment: September 30, 1986 through September 30, 1995"; (8) "Graduates of Nonpublic Schools: June 1986 through June 1995"; (9) "Number of Nonpublic Schools"; (10) "Number of Catholic Schools"; and (11) "Number of Non-Catholic Schools." (SLD)

ED 399 275   TM 025 433

New Hampshire Educational Assessment Report, End-of-Grade 3.
PUB DATE- May 95
NOTE- 37p.; For the "Grade Three" report, see TM 025 431.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Constructed Response; *Educational Assessment; *Grade 3; Knowledge Level; Language Arts; Mathematics Achievement; Multiple Choice Tests; Primary Education; School Districts; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *New Hampshire

This report, second in a series, contains school and district level data on student performance at the end of the primary grades. It provides a source of information to evaluate current school improvement efforts and facilitate decisions about curriculum, instruction, professional development, resource allocation, and staffing. The statewide assessment New Hampshire uses to evaluate its third-grade students employs a mix of multiple-choice and open-ended items to assess students' knowledge and their ability to apply that knowledge. Nearly all of the state's 16,055 third graders took the examinations in language arts and mathematics; very few were excluded for language difficulties or learning disabilities. The summaries of results include information on the numbers and percentages of students at each proficiency level, the performance of students in subgroups of interest, and other information districts can use to compare the performance of their students to that of other districts. Information is summarized for the whole state for language arts and mathematics, and for each of the state's districts. (Contains three tables.) (SLD)

ED 399 276   TM 025 434

National Household Education Survey. An Overview.
PUB DATE- Feb 96
NOTE- 5p.; A six-panel brochure.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Data Collection; *Demography; Discipline; Early Childhood Education; *Elementary Secondary Education; National Surveys; Parent Participation; *Research Methodology; School Readiness; School Safety; *Telephone Surveys
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Educational Statistics (NCES) that is designed to address a wide range of education-related issues through telephone surveys. It provides descriptive data on the educational activities of the U.S.

alternative method is proposed and illustrated with scores from 57 secondary school students taking a 26-item objectively scored test. The approach involved using a smoothed or fitted cumulative distribution and a ratio of standard errors to fix the slope of the line through the ideal cut-points. This is a modification of the method of C. H. Beuk (1984). The rationale for this type of compromise is that it acknowledges the sample status of both the set of test items and the group of examinees and shares sampling error equally between NR and CR methods. The algorithm has been programmed in PASCAL for the microcomputer. A structured grading method of this sort would allow teachers of multiple sections or those within the same department to give somewhat comparable grades to their students if they used agreed-on NR standards and individual CR standards. This compromise would be especially useful when an entirely new test is used or an unfamiliar group of students is encountered. (Contains 1 table, 2 figures, and 10 references.) (SLD)

ED 399 295 TM 025 610

Johanson, George A.
Absolute and Relative Grading Standards.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Grades (Scholastic); *Grading; *Performance Based Assessment; *Standards; Student Evaluation; *Test Content; Test Interpretation
IDENTIFIERS- *Absolute Values; Compromise; *Relativism

K. K. Waltman and D. A. Frisbie (1994) observed that teachers and parents often interpret grades given to students in both absolute and relative senses. They conclude that this sort of interpretation is illogical and may indicate misunderstandings in several areas. Absolute and relative methods of assigning letter grades are approached from several perspectives in this paper, and the strengths and weaknesses of both approaches are identified and discussed. To use relative grading methods properly, a teacher needs a larger reference group than is usually available in typical classrooms. The appropriate use of absolute standards for a classroom test requires a clearly defined content domain and justified standards of performance. Appropriate use of either absolute or relative standards in practice is extremely difficult or limiting. It is argued that the compromise approach to grading, employing both absolute and relative considerations, that is often used in practice, has a number of desirable characteristics and may be a more reasoned alternative to grading than strict adherence to either an absolute or relative method. Reconciling the insights provided by judgments about test content and by judgments about groups yields realistic evaluations of student achievement. (Contains 27 references.) (SLD)

ED 399 296 TM 025 611

Johanson, George A.; Gips, Crystal J.
Paired Comparison Intransitivity: Useful Information or Nuisance?
PUB DATE- Apr 93
NOTE- 6p.; Paper presented at the Annual Meeting of the American

Training

This paper reviews research on the family's influence on adolescent academic achievement and other related school outcomes and the few existing empirical studies of relevant prevention and intervention programs. Research on family processes has identified salient factors that impact crucial features of the parent-teen relationship. These include parenting style, parental aspirations, and parent involvement in education. Given the clear connections between family processes and school functioning, one might assume that families would be targeted in interventions for children's school difficulties, but fewer than 100 publications from the past decade that proposed family-based prevention or treatment for school problems were located, and only 10 of these were empirically based investigations. The three types of intervention studied were home-school contingency models, parent management training models, and parent involvement models. Promising results have been demonstrated with an emerging model type, the skills training models. Skills training models are amenable to combining with family-based models to create comprehensive intervention strategies and packages. Comprehensive interventions should target not only school failure but also the concomitant risk behaviors and their etiological roots. (Contains 171 references.) (SLD)

ED 399 314 UD 031 276

Wang, M. C.; And Others
School-Linked Services: A Research Synthesis. Publication Series #93-5e.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; *Cooperative Programs; Dropout Prevention; Drug Abuse; *Educational Research; Elementary Secondary Education; *Integrated Services; Literature Reviews; Parent Education; Parent Participation; Pregnancy; Prevention; *Program Effectiveness; School Readiness
IDENTIFIERS- *School Based Services

This paper systematically reviews research on the effectiveness of collaborative school-linked programs. It first briefly discusses the history and current stage of practice of such programs, and then summarizes the design and findings of 55 school-linked programs with collaborative elements. Advocates of collaborative programs believe that making agency services available in one location will increase the efficiency and effectiveness of service delivery. Many different types of collaborative school-linked programs have been implemented to target at-risk students. A literature review was used to select the programs considered in this analysis, and these programs were then divided into the following categories: (1) parent education, school readiness and life skills; (2) teen pregnancy prevention and parenting; (3) dropout prevention; (4) alcohol and drug use and abuse prevention; (5) integrated services; and (6) parent involvement. For each area, an overview of programs, the type of research design and evidence collected, and results are highlighted. Overall, outcomes of these programs are positive, with integrated services the area with the highest high school enrollment. More than half (56.5%) were students whose status was unknown, while 39.3% chose to leave school. The number of dropouts was highest at the ninth-grade level, and the dropout rate was highest for ungraded students. Dropout rates varied significantly for ethnic groups, with Asian Americans least likely to drop out (5.1%), and American Indian students most likely to drop out (13.8%). There was little gender difference at the elementary level, but at the high school level, the male dropout rate was 2.1% above that for females. Statewide, the high school dropout rate was virtually unchanged from that of the preceding year. Rates decreased or remained constant in 52 school districts, and increased in the remaining 53 responding districts. Appendixes list districts alphabetically, by dropout rate, and elementary dropout rate, and discuss calculation methodology. (Contains 6 charts and 12 tables.) (SLD)

ED 399 334 UD 031 299

A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- Jan 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Cultural Awareness; *Cultural Pluralism; *Homeless People; Models; Organizational Change; Program Implementation; Program Improvement; *Runaways; Urban Youth; Youth Programs
IDENTIFIERS- *Cultural Competence; Family and Youth Services Bureau

In June 1993, the Family and Youth Services Bureau brought together a working group to help local programs for runaway and homeless youth better meet the needs of an increasingly diverse population of young people. Strategies developed by this working group are shared in this guide. The introductory chapter provides a framework within which local programs can begin identifying issues and developing strategies. Chapter 2 addresses issues related to creating change within a program or organization to move toward cultural competence. Some simple strategies are presented to begin the exploration of cultural diversity. Chapter 3 provides an overview of how to begin to assess the cultural appropriateness of program management and services. Taking action is the subject of Chapter 4, which suggests methods for examining the organizational structure in which change must occur and the changes necessary to move staff and board members toward cultural competence. Appendix A provides several assessment tools that organizational leaders can adapt for local use. Appendix B lists 103 resource materials, and Appendix C lists 117 resource organizations. Six additional appendixes present matrices of diversity and an evaluation form. (SLD)

ED 399 335 UD 031 300

Mohapatra, Urmila
Asian Indian Culture in America: A Bibliography of Research Documents. A Research Report.

population and offers a variety of educational statistics. This brochure describes the studies the NHES has conducted since it began in 1991. NHES:1991 addressed early childhood education and adult education, screening about 60,000 households and interviewing about 14,000 parents. NHES:93 focused on school readiness with interviews with about 11,000 parents and school safety and discipline through interviews with about 12,700 parents. The topical components for NHES:95 were the same as those of 1991, with more than 45,000 households screened. In 1996, the NHES will concentrate on parent and family involvement in education and adult and youth civic involvement. A new design feature for 1996 will be the collection of demographic and educational information on members of all households rather than just those households potentially eligible for a topical component. It is expected that 59,000 or more households will be screened in future NHES studies. (SLD)

ED 399 277 TM 025 435

The Ninth-Grade Proficiency Test: Is It a Fair and Appropriate Measure of a Statewide Standard?
PUB DATE- Jul 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Citizenship Education; Focus Groups; *Grade 9; *Graduation Requirements; High Schools; *High School Students; Interviews; Mathematics Achievement; *Minimum Competency Testing; Reading Achievement; Scores; Standards; State Legislation; State Programs; Student Attitudes; Teacher Attitudes; Test Construction; Testing Problems; Testing Programs; Test Use; Writing (Composition)
IDENTIFIERS- *Ninth Grade Proficiency Test; *Ohio

This report, mandated by Ohio's 119th General Assembly, examines the fairness and appropriateness of the state's ninth-grade proficiency test. Under the assumption that it is indeed fair and appropriate to have a single, statewide graduation standard for all students, the study focuses on the issue of whether the test, as developed and administered, is a fair and appropriate instrument for implementing the standard. The Legislative Office of Education Oversight (LOEO) evaluated the process used to develop the test and its questions, examined the differences in test scores across student populations, and conducted 40 interviews with teachers, principals, superintendents, local school board members, business persons, and parents. Twenty students were also interviewed in two focus groups in an urban school. The test measures proficiency in mathematics, reading, writing, and citizenship, and students have at least eight attempts to pass part of the test. The LOEO found the test fair and appropriate in that it was developed according to widely accepted proficiency standards, and teachers and students had 6 years to prepare for the test requirement. Passing scores were deemed achievable by most students, and the test was considered to have met its intended purpose, providing evidence that students have achieved a minimum level of education. Five appendixes present a practice test, scoring criteria for the writing test, the desired learning outcomes, and two tables of information on students passing the test. (Contains three exhibits and two appendix tables.) (SLD)

ED 399 278 TM 025 436

Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Comparative Analysis; *Likert Scales; *Principals; Responses; *Test Format; Test Items
IDENTIFIERS- Choice Behavior; Circular Triad Scores; *Paired Comparisons; Ranking; Rank Order

The decision to use a forced-choice test item format versus an item format where choice is not forced (e.g., a Likert scale) might best be determined by the nature of the information sought since the difficult decisions required for forced-choice formats may result in a different scaling than an unforced method. If a forced choice is desired, there remains the question of whether to have subjects rank order their preferences or to present the items as paired comparisons. One of the main differences between ranking and paired comparisons is the potential in the latter format for what is known as "circular triads" or "intransivities." A subject may choose object A over B, then B over C, and then, intransitively, C over A. Are these intransivities an unnecessary complication or a useful source of information? An example involving the hiring preferences of principals using a national sample of 203 principals with 36 paired comparisons illustrates, through computation of the total number of circular triads, that knowledge of intransitivities adds to knowledge about the real choices of respondents. By excluding the possibility of intransitivities, a ranking format in the hiring preferences example would have been likely to yield similar scale values but much less insight into the respondents' processes. (Contains 13 references.) (SLD)

ED 399 297 TM 025 612

Johanson, George A.; Gips, Crystal J.
In Praise of the Free-Response Item.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Likert Scales; *Mail Surveys; *Principals; Secondary Education; Teacher Characteristics; *Teacher Qualifications; *Test Construction
IDENTIFIERS- *Free Response Test Items; Open Ended Questions; Paired Comparisons

A mailed national survey of 500 randomly selected secondary school principals, which yielded 271 responses, used a single free-response item, 10 Likert-type items, and 36 paired-comparison items. The study was an attempt to determine the qualities that principals look for in selecting teacher candidates and whether there was a bias against the most cognitively able candidates. The single free-response item, "What is the single most important quality you look for in a teaching candidate?," was most valuable in clarifying responses and priorities among the qualities considered. The free response item enabled the researcher to validate the choice of attributes being rated and identified some assumptions of respondents that might not have been apparent otherwise. It provided additional insight and allowed the researcher to percentage of positive outcomes. A bibliography lists 44 sources by program area. (Contains 10 tables and 34 references.) (SLD)

ED 399 315 UD 031 277

Driscoll, Mary Erina; Boyd, William
Collaborative Services Initiatives: A Report of a National Survey of Program Directors. Publication Series #96-7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Administrator Role; *Administrators; Ancillary School Services; *Cooperative Programs; *Delivery Systems; Elementary Secondary Education; *Integrated Services; National Surveys; Program Effectiveness; Program Implementation; *Urban Schools

This paper describes the technical aspects and preliminary results of a study that explored the role of the director of collaborative programs that combine efforts of schools and social service agencies. It also studied the program director's perceptions of critical aspects of collaborative services initiatives. The idea that collaboration exists along a continuum framed the research questions about differences among programs and the attitudes and practices of directors. The study was complicated by the lack of consensus about what a collaborative program is and the decentralized nature of the implementation and oversight of these programs. The files of the National Center for Service Integration and other data sources were used to compile a database of over 400 collaborative service organizations; 160 usable surveys were returned, mainly from urban programs. The range of services offered varied greatly, but most programs offered at least 2 services, and some offered as many as 30. The structures and factors affecting the process of collaboration appeared to be quite pragmatic. Program directors indicated that flexible time and space arrangements were critical to the success of their programs. They also depicted the role of program director as extremely complex, with a large commitment of time to administrative activities. (Contains 1 figure, 16 tables, and 10 references.) (SLD)

ED 399 316 UD 031 278

Wang, M. C.; And Others
What Works and What Doesn't Work: The Case for an Inclusive System. Publication Series #93-8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Classification; Cultural Pluralism; Educational Improvement; Elementary Secondary Education; Identification; *Inclusive Schools; Mainstreaming; *Minority Groups; Program Development; Racial Differences; Regular and Special Education Relationship; Special Education; *Special Needs Students; *Student Placement

PUB DATE- 4 Jul 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acculturation; *Asian Americans; Behavior Patterns; Civil Rights; *Culture; Employment Patterns; Family Characteristics; *Immigrants; Immigration; *Indians; *Literature; Mass Media; Political Attitudes; Religious Cultural Groups; United States History

This bibliography has been prepared as a research tool for scholars who want to conduct studies about Asian Indian Americans. Only a few published works on Asian Indian Americans are available in book length; most are journal articles, monographs, research reports, dissertations and theses, newspaper articles, and unpublished manuscripts. Works cited are grouped into 35 chapters (following a preface and introduction) that cover the following topics: (1) overviews of the Asian Indian population; (2) theoretical perspectives; (3) history of immigration, immigration patterns, and population profiles; (4) literary writings (poetry, fiction, short stories, juvenile literature, and essays) by Asian Indian Americans; (5) social life and customs; (6) teaching and studying about Asian Indian Americans; (7) political attitudes and behavior; (8) family environment; (9) community and legal environments; (10) health perspectives; (11) employment and economic status; (12) Asian Indian American professionals and businesses; (13) Asian Indian American students; (14) civil rights and discrimination; (15) interviews and surveys; (16) cultural assimilation and religiosity; (17) issues of children, women, and the elderly; (18) consumer and investment behavior; (19) biographies and travelogues; (20) community directories; (21) magazines and newspapers; (22) videos, movies, and musical productions; and (23) bibliographies on Asian Indian Americans. Contains 762 references. (SLD)

ED 399 336 UD 031 301

Thornton-Little, Bridget
The Effect of Pregnancy on the Dropout Rate of Female High School Students.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Dropout Rate; Dropouts; Ethnic Groups; *Females; High Risk Students; High Schools; *High School Students; Low Income Groups; Minority Groups; *Pregnancy; Racial Differences; *Social Problems; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

Studies have indicated that pregnancy is only one of the factors that cause female students to drop out of school. A study was conducted at a Chicago (Illinois) public high school to determine if there was a significant difference in the dropout rate for teens who were pregnant and those who were not. The population for the study included female students who dropped out of the school in 1993 and 1994. The total female class size was 624. Approximately 42% of these students were Hispanic American. Twenty-eight percent were African American, and 27% Caucasian. Approximately 39% were from low-income households, and 10% had limited English proficiency. The sample consisted of 173 female dropouts. Of these, 37 dropped out because of pregnancy and 136 dropped out for other reasons. Results

Hussar, William J.; Gerald, Debra E.
Projections of Education Statistics to 2006. Twenty-Fifth Edition.
PUB DATE- Mar 96
NOTE- 223p.; Errata sheets for tables 45-48 are appended.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Birth Rate; *Educational Trends; *Elementary Secondary Education; *Enrollment Projections; Estimation (Mathematics); *Higher Education; High School Graduates; Immigrants; Mathematical Models; *Prediction; Public Schools; Research Methodology; Teachers; *Trend Analysis
IDENTIFIERS- Smoothing Methods

This edition is the 25th report in a series that began in 1964. It revises the previous edition and includes statistics on elementary and secondary schools and institutions of higher education at the national level. Included are projections for enrollment, graduates, classroom teachers, and expenditures to the year 2006. Projections are also included for elementary and secondary enrollment and high school graduates to the year 2006 for public schools at the state level. Projections in this report reflect the 1990 Census and 1994 estimates and recent assumptions about the fertility rate, net immigration, and mortality rate. A methodology section describes models and assumptions used to develop the national projections, including age-specific models, exponential smoothing models, and econometric models. Most of the projections include three alternatives, based on different assumptions about growth. The first set of alternatives is designed to represent the most likely projections, but the high and low estimates provide a reasonable range of outcomes. Among the notable projections is that total public and private elementary enrollment is projected to increase over the period, with enrollment increases in elementary, secondary, and higher education. Four technical appendixes provide information about projection methodology, supplementary tables, data sources, and a glossary. (Contains 1 chart, 70 figures, 52 tables, 27 tables in Appendix A, and 12 tables in Appendix B.) (Author/SLD)

ED 399 279 TM 025 446

Bliss, Leonard B.; And Others
First Steps in the Development of the "Inventario de Comportamiento de Estudio": The Spanish Version of the "Study Behavior Inventory."
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Bilingual Education; Factor Analysis; Factor Structure; Foreign Countries; Higher Education; Pilot Projects; Scores; Sex Differences; *Spanish; Study Habits; *Test Construction; Test Items; Test Reliability; *Translation; *Undergraduate Students
IDENTIFIERS- *Inventario de Comportamiento de Estudio; Mexico; *Study Behavior Inventory

The Inventario de Comportamiento de Estudio (ICE), a Spanish translation of the Study Behavior Inventory (SBI) was developed and tested using a group of 594 undergraduate students from randomly selected classes at a private comprehensive university investigate the idea that respondents' answers in the highly structured format may be quite different from those in an open-ended or free-response format. (Contains two tables and seven references.) (SLD)

ED 399 298 TM 025 613

Johanson, George A.; Doston, Glenn
Single-Item Measurement: Would You Recommend It to a Friend?
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; *Data Analysis; *Graduate Surveys; Higher Education; Likert Scales; *Program Evaluation; *Questionnaires; Surveys; *Test Construction; Test Items
IDENTIFIERS- *Dichotomous Responses

Analyses of questionnaire data from a program evaluation indicate that the two dichotomous items "Would you recommend this to a friend?" and "Would you choose to do this again?" are not as interchangeable as might be expected from the survey literature. As part of the evaluation of a university program, a survey of graduates was conducted with a mailed questionnaire. The number of individual Likert-scored items ranged from 3 to 13 for each of the 9 subscales of interest. There were 59 usable responses to the survey, a response rate of 40%, but only 42 responses with complete data on all variables of interest. Responses to the recommend-to-a-friend option were more highly associated with the nine subscales related to program evaluation, and somewhat less influenced by personal situations of respondents. For evaluation purposes, the phrasing "Would you recommend this to a friend?" is recommended over the alternative. (Contains one table, one figure, and five references.) (SLD)

ED 399 299 TM 025 743

van der Linden, Wim J.
Assembling Tests for the Measurement of Multiple Abilities.
PUB DATE- Dec 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Estimation (Mathematics); Foreign Countries; *Item Banks; *Measurement Techniques; *Test Construction
IDENTIFIERS- *Multidimensionality (Tests); *Variance (Statistical)

It is proposed that the assembly of tests for the measurement of multiple abilities be based on targets for the (asymptotic) variance functions of the estimators in each of the abilities. A linear programming model is presented that can be used to computerize the assembly process. Several cases of test assembly dealing with multidimensional abilities are distinguished, and versions of the model applicable to each of these cases are discussed. An empirical example of a test assembly program from a two-dimensional mathematics item pool concludes the paper. (Contains 2 tables, 2 figures, and 27 references.) (Author/SLD)

IDENTIFIERS- *Category Restructuring

The increasing diversity of students in today's schools has led to much categorization and labeling and to a set of fragmented categorical programs. While in principle an inclusive school system should provide for the diverse needs of all students, in practice a disjointed and separatist system for special students continues to be the norm. Concerns about student placement in special education programs were reflected in the standard proposed by the National Academy of Sciences (NAS), which found little value in the programs and classification schemes it reviewed in 1980. The NAS proposed an Aptitude Treatment Interaction standard based on instruction for classification that stated that there must be evidence that some students have characteristics that make one program desirable for them while others benefit more from different approaches. Research has indicated that present methods of classification are inadequate, and that the two-step process of determination of entitlement and analysis of educational needs is basically flawed. For moderate learning improvements among students with special needs, it is best to avoid special placements. For extraordinary improvements for all children, educationally effective practices that focus directly on classrooms and homes should be employed. (Contains 1 figure, 2 tables, and 30 references.) (SLD)

ED 399 317 UD 031 280

Englert, Richard M.
The University's Role in the Improvement of Inner-City Education: A Perspective from the University. Publication Series #96-8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 37p.; Paper presented at the Wingspread Conference on "Next Steps in Inner-City Education" (Racine, WI, October 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Agenda Setting; *College Role; College School Cooperation; Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; Higher Education; *Inner City; Interaction; Needs Assessment; *School Community Relationship; School Role; *Urban Education; Urban Problems; Urban Schools

The relationship between the university and the city is explored and implications are drawn for the university's role in improving inner-city education. The article assumes that there is such an institution as the "urban university" within a major city and having a significant level of interchange with it. There are tension points between cities and urban universities that constitute barriers to productive joint efforts to improve urban education; some of the most intractable disputes involve real estate and location. A 31-goal agenda is proposed that asks the urban university to provide a quality higher education for urban residents, provide university students with city experience, prepare urban professionals, develop a knowledge base for urban improvement, provide essential services for city residents, act as a good neighbor, and be a social critic and an agent of public policy. The first thing the urban university should do is to make certain that it provides access to urban students. Reclaiming the public trust and organizing urban improvement efforts are key elements of the university's role indicated that there is no significant difference in the dropout rate for students who become pregnant and those who do not. Overall, these findings support the literature that points out the number of factors that lead to dropping out, and they emphasize the necessity for meeting the needs of adolescents in school. (Contains 1 table and 11 references.) (SLD)

ED 399 337 UD 031 302

LeClair, Mary C.; Hansen, James C.
A Comparison of Homeless and Non-Homeless Adolescents.
PUB DATE- Aug 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Attitudes; *Attribution Theory; Causal Models; Comparative Analysis; *Homeless People; Multivariate Analysis; Racial Differences; *Student Attitudes; Urban Schools; *Urban Youth

The goal of this study was to extend what is currently understood regarding attitudes toward the homeless population. The study focused on how homeless and nonhomeless adolescents attribute the causes of homelessness. Grounded in attribution theory, the study hypothesized that nonhomeless adolescents would ascribe causality to dispositional or personal factors within a homeless person. Homeless adolescents, on the other hand, would causally attribute a person's state of homelessness to environmental conditions outside the person's immediate control. The samples consisted of two groups of adolescents, 61 homeless and 80 nonhomeless, ranging in age from 12 to 20 years. No differences were found at the multivariate level for the two groups along four dependent measures, two structural and two individual. Significance at the univariate level was found by group for both individual factors. A significant group and race interaction was also found on one structural factor. The literature was reviewed and further research questions were proposed. Appendixes contain the research questionnaire and a list of the dependent measures. (Contains 4 tables and 42 references.) (Author/SLD)

ED 399 338 UD 031 303

Hawkins, Norman E., Jr.
The Effects of School within a School on the Academic Achievement of Sophomore Students.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Educational Complexes; Grade 10; High Schools; *High School Students; *House Plan; Mathematics Achievement; Reading Achievement; *School Size; Test Results; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; *High School Sophomores; *Junior Reserve Officer Training Corps; Tests of Achievement and Proficiency

The effects of a "school within a school" on the academic achievement of high school sophomores were studied in a Chicago (Illinois) inner-city public school, the Tilden Community in Mexico. Both instruments were designed to assess the study behaviors of students in institutions of higher education. A team of bilingual specialists at the university developed the ICE with the intention of producing a translation that was generic enough to be understood across Spanish speaking nations and cultures. A pilot test with 30 students resulted in a Cronbach's alpha value of 0.84 and agreement scores on items ranging from 63.7% to 100% on administrations that were separated by 7 days. Factor analysis of the scores of the sample of 594 revealed 4 factors that accounted for 89% of the total variance of the scores. Three were virtually identical to those of the SBI, but the fourth consisted of only two items that dealt with student preference for studying alone or with other students. Those two items did not load on any SBI factors. There were no significant gender differences in the mean scores, and Cronbach's alpha values ranged from 0.76 to 0.85 for the total instrument and first four factors. Correlations between total ICE and the first three factor scores ranged from 0.65 to 0.73. Finally, the correlations between the ICE scores and students' cumulative grade point averages ranged from 0.66 to 0.72. The authors note the limitations of the sample and describe the need for a broader validation sample which is representative of Spanish speaking university students across nations and cultures. The ICE is presented in an appendix. (Contains 2 tables and 20 references.) (Author/SLD)

ED 399 280 TM 025 453

Naifeh, Mary; Shakrani, Sharif
Mathematics Course-Taking and NAEP Math Proficiency: Comparing Students' Reports with Their Transcripts.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Records; *Course Selection (Students); Educational Attainment; *Educational Background; High Schools; *High School Seniors; *Mathematics Achievement
IDENTIFIERS- *National Assessment of Educational Progress

This paper compares students' reports of the mathematics courses they took in high school with their post-graduation transcripts, and examines the relationship between various measures of mathematics course-taking and average National Assessment of Educational Proficiency (NAEP) scores. There were 6,311 grade-12 students in the NAEP, and transcripts were obtained for 3,903 of them. Data indicate that exact match rates were low, at less than 50%, but that most of the nonmatches involved only 1 course. Students who did not match usually claimed to have a deeper mathematics background than did their transcripts, but a notable number of students reported a more shallow background. For most measures of mathematics study, there tended to be an increase in proficiency with each additional level of mathematics study. The monotonic pattern showed a positive relationship between average proficiency and the math study indicator. Students with incomplete sequences of mathematics courses tended to have lower average scores than students with complete sequences. For any given category, statistically significant differences in average proficiency scores showed higher scores in the

ED 399 300 TM 025 872

Phillips, Gary W., Ed.
Technical Issues in Large-Scale Performance Assessment.
PUB DATE- Apr 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Generalizability Theory; *Performance Based Assessment; *Psychometrics; Standards; *Test Construction; *Testing Problems; Test Reliability; Test Validity
IDENTIFIERS- Comparability; *Large Scale Assessment; Policy Capturing Method; *Standard Setting

Recently, there has been a significant expansion in the use of performance assessment in large scale testing programs. Although there has been significant support from curriculum and policy stakeholders, the technical feasibility of large scale performance assessments has remained a question. This report is intended to contribute to the debate by reviewing some of the technical issues that must be addressed by any developer of large-scale performance assessments. The report is also intended to surface issues, articulate problems, and where possible, give advice on how to proceed. The report is divided into five chapters, each focusing on a major technical topic. "Validity of Performance Assessments" (Samuel Messick) defines validity as a property of inferences and interpretations made from test scores. In performance assessment, the primary adverse consequence that must be investigated is the potential negative impact on individuals or groups based on sources of invalidity. "Generalizability of Performance Assessments" (Robert L. Brennan) provides an overview of generalizability theory and integrates literature on the reliability of performance assessment with the conceptual framework of generalizability theory. "Comparability" (Edward H. Haertel and Robert L. Linn) stresses that in order to provide indicators of trends in academic achievement, large scale performance assessments must be comparable across administrations. "Setting Performance Standards for Performance Assessments: Some Fundamental Issues, Current Practice, and Technical Dilemmas" (Richard M. Jaeger, Ina V. S. Mullis, Mary Lyn Bourque, and Sharif Shakrani) describes the myriad ways performance standards are used and addresses the need for new methods of establishing such standards for performance assessments of students and teachers. Two new approaches to setting performance standards, iterative judgmental policy capturing and a multistage dominant profile procedure are outlined. References follow each of the chapters. (Contains five tables and eight figures.) (SLD)

ED 399 301 TM 025 957

McDowell, Lena M.
Public Elementary and Secondary Education Statistics: School Year 1995-96. Early Estimates.
PUB DATE- May 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Elementary Secondary Education; *Enrollment; *Expenditures; High School Graduates;

in urban education. However, each urban university must set its priorities in accord with its autonomy. (Contains 82 references.) (SLD)

ED 399 318 UD 031 281

Wang, M. C.; And Others
Inner-City Students at the Margins.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 48p.; Paper presented at the Invitational Conference on Making a Difference for Students at Risk (Princeton, NJ, October 14-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Youth; Educational Policy; Elementary Secondary Education; Ethnic Groups; High Achievement; *Inner City; *Language Minorities; *Minority Groups; Program Effectiveness; Program Evaluation; Racial Differences; Special Education; Special Needs Students; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Marginal Students

At the margins of American education are students with unusual needs who challenge teachers to the limits of their commitments, insights, and skills. This paper considers the marginalized students in inner-city schools and suggests ways to improve education for them and for all students. There are disproportionate numbers of racial and ethnic minority students at the margins. The following types of programs and students are typically described: (1) special education programs for learning disabled and mentally retarded students; (2) language-related programs for minority students and immigrants; (3) high achiever programs; and (4) students suspended or expelled from school. There are other categorical programs, and a look across all the types suggests that they are not working as well as intended, and that they pay too little attention to student outcomes. Categorical programs often have a limited curriculum and a single problem-minimizing instructional mode. They are also likely to be inadequately researched and evaluated. To reach numbers of marginalized students, the immediate task is to strengthen the schools of the inner city, mainly by focusing on effective instruction. Instructional improvement heads the list of solutions, followed by policy-level changes and revised bureaucracy. Improvement in the lives and learning of all inner-city children is the most urgent issue in the nation. An epilogue summarizes recommendations from the conference at which this paper was presented. Appendix A lists participants, and Appendix B contains the conference agenda. (Contains 1 figure, 1 table, and 38 references.) (SLD)

ED 399 319 UD 031 283

The Age of Confusion. Why So Many Teens Are Getting Pregnant, Turning to Welfare and Ending up Homeless.
PUB DATE- Apr 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Births to Single Women; Contraception; Early Parenthood; *Educational Attainment; Financial Support;

Academy and its Junior Reserve Officers Training Corps (JROTC) program (school within the school). Of the 228 tenth graders, 49 were enrolled in the JROTC program and 179 were not. Thirty students were selected from each group, and their scores on the Tests of Achievement and Proficiency (TAP) were compared. No significant differences were seen in student mathematics and reading TAP scores in 1994 or 1995. The school within a school in this instance appears to have no effect on mathematics and reading achievement. (Contains one table and nine references.) (SLD)

ED 399 339 UD 031 304

DeVore, Mary
Child Welfare Issues in Latino/Chicano Communities: A Selected Annotated Bibliography (1984-1993).
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.; Minnesota State Dept. of Human Services, St. Paul.
PUB DATE- Aug 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Child Abuse; Child Health; Children; *Child Welfare; *Disadvantaged Youth; Discipline; Early Intervention; *Hispanic Americans; Minority Groups; Parenting Skills; Population Trends; Poverty; Prevention; Urban Youth
IDENTIFIERS- *Chicanos; *Latinos

The selected annotated bibliography was prepared to demonstrate the range of published materials available to students, teachers, and community practitioners. Topics were selected that are central to the concerns of those who have an interest in child welfare issues associated with the Latino and Chicano communities. By the year 2000, the Latino population will be both the largest and youngest minority group in the United States. Sources are grouped into the following categories: (1) adolescent pregnancy, one source; (2) adolescents, three sources; (3) direct practice, nine sources; (4) disciplinary practice and parenting, four sources; (5) early intervention and maternal and child health, two sources; (6) family violence, one source; (7) immigrants, migrants, and refugees, seven sources; (8) maltreatment, three sources; (9) policy and programs, four sources; (9) poverty and economic issues, seven sources; (10) prevention, eight sources; (11) sexual abuse, three sources; and (12) substance abuse, five sources. An appendix presents an additional 13 sources, 20 periodicals, and 5 sources of information summaries. (SLD)

ED 399 340 UD 031 305

Nusser, Janie L.
Gender's Contribution to the Rise and Fall of the Progressive Education Association, 1919-1955.
PUB DATE- 10 Apr 96
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Educational Research; Educational Theories; *Elementary School Teachers; Elementary

transcript data than in the self-report data. This suggests that using self-report data may result in marginally attenuated proficiency scores. (Contains 1 table and 11 figures.) (SLD)

ED 399 281 TM 025 506

Goldman, Jill; Johnson, Mary
Enhancing Parent Involvement in Schools: A Large Scale Parent Survey.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; Databases; *Data Collection; Educational Administration; Elementary Secondary Education; *Military Personnel; Parent Attitudes; *Parent Participation; Parent School Relationship; Program Development; *Program Implementation; Report Cards; *Research Methodology; Surveys; Test Construction; Test Items
IDENTIFIERS- *Dependents Schools

The methodology that has been used over the past 5 years to develop and implement the Parent Survey of the Department of Defense Dependents' Schools (DoDDS), known as the "Report Card from DoDDS Parents," is described. The focus is not on survey results, but on the processes and procedures used to design appropriate instruments, distribute and track the surveys on a large scale, and report findings to key players in the school system. DoDDS, an overseas school system that educates children of military personnel, educated nearly 85,000 students in 1995. The Report Card allows parents the opportunity to express their opinions about the quality of the curriculum, faculty, administration, and auxiliary services. Surveys are distributed to parents of all children, with followup reminders as needed to assure at least a 60% return rate. Data analyses are conducted to summarize survey results and to produce databases that generate frequency distributions of all survey item responses. School administrators and staff at all levels review the results and identify areas to be addressed in future program development. The program's success has depended on the involvement of key players, easy-to-complete survey instruments, widespread publicity, and effective reporting of findings to parents as well as schools. Appendix A contains a sample report card, and Appendix B is a sample survey findings report. (Contains one figure.) (SLD)

ED 399 282 TM 025 507

Taube, Kurt T.; Newman, Larry S.
The Accuracy and Use of Item Difficulty Calibrations Estimated from Judges' Ratings of Item Difficulty.
PUB DATE- 12 Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Cutting Scores; *Difficulty Level; *Estimation (Mathematics); *Interrater Reliability; Item

Income; *Public Schools; *School Statistics; State Departments of Education; *Teachers; Teacher Student Ratio
IDENTIFIERS- *Early Estimates; National Center for Education Statistics

The estimates in this publication are key statistics reported early in the 1995-96 school year. The early estimates system is designed to allow the National Center for Education Statistics (NCES) to report selected key statistics early in the school year using information collected from public school state education agencies. These estimates include the numbers of students in membership, teachers, and high school graduates for public elementary and secondary schools, as well as total revenues and expenditures for the operation of public elementary and secondary schools. The estimates consist of preliminary actual counts for the individual states, estimates derived by the states for the NCES, and imputed values developed by the NCES using a combination of state-specific and national data. There were approximately 44.7 million students in the nation's public elementary and secondary schools in fall 1995, compared with 44 million in fall 1994. These students were taught by an estimated 2.6 million teachers. These early counts yield a student-to-teacher ratio of 17.3 for the public schools in 1995-96. An estimated 2.3 million students graduated from public high schools in the 1994-95 school year, and an additional 2.3 million are expected to graduate from high school in the 1995-96 school year. Revenues for public elementary and secondary education in fiscal year 1995 are estimated to be $269.5 billion, and they are expected to rise to approximately $283.3 billion in fiscal year 1996. The per-pupil expenditure for public education is anticipated to be $5,738 per student in membership for the 1995-96 school year. (Contains seven tables). (SLD)

ED 399 302 TM 025 958

Bose, Jonaki
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1993-94. Statistical Analysis Report.
PUB DATE- Jun 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Institutional Characteristics; *Minority Groups; *Public Schools; *School District Size; School Size; *Student Characteristics; Tables (Data); *Urban Schools

This publication provides basic descriptive information about the 100 largest school districts in the United States and its outlying areas. Almost one in every four public school students in the country is served by one of these districts. They are distinguished from smaller districts by characteristics other than sheer size, such as average and median school size, pupil-teacher ratios, numbers of high school graduates, numbers of students receiving special education services, and minority enrollment as a proportion of total enrollment. The 100 largest districts employ 19.9% of the nation's public school teachers and account for 16.6% of the nation's schools and 19.2% of its high school graduates. Almost all of these districts encompass large cities, but only about half are confined to the city limits. Three states, Florida, Texas, and California, accounted for over one-third of these districts. More than half of these

*Homeless People; Policy Formation; Poverty; *Pregnancy; Prevention; Program Development; Public Policy; *Welfare Recipients
IDENTIFIERS- Reform Efforts; *Self Sufficiency

This report documents a history of unintended pregnancy, premature motherhood, and failure to plan for the future. Research indicates that most homeless young women are aware of birth control, but few of those who became pregnant were able to translate this knowledge into practice. The failure of homeless mothers to engage in family planning is strongly associated with their low levels of education; 65% did not complete high school. Sixty-five percent of homeless women do not use birth control, and 56 percent have had an abortion. Current efforts to deter teenage motherhood have consistently failed, as have efforts to reduce welfare dependency. Proposed welfare reforms, which include severe funding cuts to public assistance and other subsidies, will only destroy the remaining safety net, and will surely stimulate poverty and homelessness. Homeless women may feel that abortion is the only route open to them. Policy makers must begin to experiment with alternate initiatives to current efforts to prevent teen pregnancy. Assistance must be linked to educational opportunities, and young mothers must return to school in order to receive welfare. Broad residential-based educational initiatives will help instill traditional family values of responsibility and independence and put young families on the track to self-sufficiency and self-determination. (Contains four figures.) (SLD)

ED 399 320 UD 031 284

Vernez, Georges; Abrahamse, Allan
How Immigrants Fare in U.S. Education.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Adjustment (to Environment); *Adolescents; Census Figures; *Children; College Bound Students; Comparative Analysis; *Educational Attainment; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; *Immigrants; Racial Differences; Urban Youth
IDENTIFIERS- High School and Beyond (NCES)

This study is the first effort to produce a systematic description and analysis of the experience and performance of immigrant children and youths in the U.S. educational system. Data from the High School and Beyond (HSB) study initiated in 1980 were complemented by 1970, 1980, and 1990 U.S. Census figures to compare the performance of immigrant children and youth to their native counterparts. Immigrant children and youth are as likely as their native counterparts to enroll in U.S. elementary and middle schools, but they are somewhat less likely to attend high school. This differential is accounted for by immigrant youths of Hispanic origin, primarily from Mexico. If enrolled in a U.S. high school by grade 10, immigrants are more likely than their native counterparts to make choices consistent with pursuing a college education, a pattern that is true in the aggregate and for separate ethnic groups. Immigrant children and their parents have higher educational aspirations than their native counterparts, and, once enrolled, their educational attainment overall has

Secondary Education; *Females; Scholarly Journals; *Secondary School Teachers; *Sex Differences; Sex Role; *Teacher Associations; United States History; Womens Studies
IDENTIFIERS- *Professionalization of Teaching; *Progressive Education Association; Social Constructivism

The Progressive Education Association (PEA) was a vibrant, influential organization that survived for over three decades (1919 to 1955). Since women comprised a significant majority of the nation's teachers during that time, but were also situated within staunch socially constructed gender roles, the question is raised how women and women's issues contributed to the life cycle of the Association. It was expected that findings would show that women's contributions were significant but relatively invisible, that women's issues were situated within predominant social ideologies and discourse, and that gender contributed to the demise of the organization. Data from primary and secondary sources provided evidence to support these hypotheses and to demonstrate that women's issues were centerpieces in the rise and fall of the PEA. Histories of the PEA have substantiated the claim that professionalization contributed to the Association's demise. The credentialling process established an educational hierarchy in which elementary school teachers, who were mostly women, were the lowest rank. As the PEA became more professor-dominated, it excluded women. As it became more theory-focused, it also excluded women, and as it became more interested in science-as-research, it further excluded women. (Contains 7 tables and 15 references.) (SLD)

ED 399 341 UD 031 306

Denson, Katy; Schumacker, Randall E.
Student Choices: Using a Competing Risks Model of Survival Analysis.
PUB DATE- Apr 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Coding; High Schools; *High School Students; *Predictor Variables; Probability; Profiles; *Regression (Statistics); Research Methodology; *Risk; Urban Schools; *Withdrawal (Education)
IDENTIFIERS- *Dallas Independent School District TX; *Survival Analysis

By using a competing risks model, survival analysis methods can be extended to predict which of several mutually exclusive outcomes students will choose based on predictor variables, thereby ascertaining if the profile of risk differs across groups. The paper begins with a brief introduction to logistic regression and some of the basic concepts of survival analysis necessary to understand the competing risks survival analysis method. A data set is used to illustrate conducting the competing risks survival analysis, and results of that analysis for each competing risk and predictor variable are presented and interpreted. The procedure for conducting a competing risks survival analysis is similar to that of conducting a survival analysis with only one outcome. Data are prepared and coded in a like manner, and survival and hazard functions are interpreted by the same guidelines. However, in a competing risks survival analysis, the hazard probabilities for each competing outcome are recombined to create a complete profile

Response Theory; *Judges; Social Workers; *Test Items
IDENTIFIERS- *Accuracy; *Calibration; Rasch Model

A method of estimating Rasch-model difficulty calibrations from judges' ratings of item difficulty is described. The ability of judges to estimate item difficulty was assessed by correlating estimated and empirical calibrations on each of four examinations offered by the American Association of State Social Work Boards. Thirteen members of the association's examination committee served as expert judges, and seven of these judges rated all four examinations. The correlations were highly significant for all four examinations, so judges seem to be able to distinguish among items of varying difficulty. This method can be used to adjust passing scores that yield unacceptably high or low pass rates. (Contains 3 tables and 26 references.) (Author/SLD)

ED 399 283 TM 025 508

Menard, Katherine A.
Interviews as Method or Data: Paradigmatic vs. Narrative Approaches to the Study of Returning Adult Students.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Constructivism (Learning); Females; Followup Studies; Interviews; Life Events; Models; *Narration; Personal Narratives; *Reentry Students; *Scientific Methodology; *Social Science Research
IDENTIFIERS- *Narrative Inquiry; Narrative Paradigm; Positivism

A narrative, storied, or constructivist approach to the study of returning adult students is compared with an approach that is positivist, "scientific," or paradigmatic. The paradigmatic approach is an application to social science of the rules and assumptions that govern the scientific method in natural science. In the narrative approach, the rules of literature and discourse analysis are applied to the constructed renditions of events and experiences. The research reported in this paper is about the motivations and orientations of adults who considered pursuing baccalaureate degrees after a number of years away from the classroom. The problem was studied initially using a paradigmatic approach. In a later followup study, a narrative approach was used. The woman who was the subject of the latter study was one of 20 returning adult students from the paradigmatic study, 6 of whom were interviewed for the followup study. The model derived from the paradigmatic study did not really fit this woman's specific situation and the life events that caused her to postpone her return to school. The model-free narrative study yielded insight into the way she processed and reflected on her life's decisions. Results show that the choice of approach to research should be guided by the nature of the inquiry. There is room for both in the research community's repertoire. Appendixes A and B present descriptions of the study instruments, and Appendix C describes goal progress tasks. (Contains two tables and eight references.) (SLD)

ED 399 284 TM 025 509

McWilliam, R. A.; And Others
Large-Sample Case Studies: The Best of Both Worlds.

districts have over 50% minority enrollment. Current expenditures per pupil in the 100 largest school districts ranged from a low of $2,052 in the Puerto Rican Department of Education to a high of $9,501 in Newark, New Jersey Public Schools. This information is found in 10 basic tables, which are preceded by 3 text tables that establish the context for the information on the 100 largest districts. Appendixes list the largest districts, provide some identifying information, and list the districts alphabetically. (SLD)

ED 399 303 TM 025 961

Pratt, Daniel J.; And Others
Beginning Postsecondary Students Longitudinal Study Second Follow-up (BPS:90/94) Final Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 96
NOTE- 402p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Data Collection; Estimation (Mathematics); Followup Studies; *Higher Education; *National Surveys; *Research Methodology; Sample Size; *Sampling; Telephone Surveys
IDENTIFIERS- *Beginning Postsecondary Students Long Study; Weighting (Statistical)

This document provides a summary and evaluation of the methodological procedures and results of the full-scale implementation of the Beginning Postsecondary Student Longitudinal Study Second Follow-up, 1990-94 (BPS:90/94). The study was conducted for the National Center for Education Statistics by Research Triangle Institute with the assistance of Abt Associations and Management Planning Research Associates. BPS:90/94 involved locating and computer-assisted telephone interviewing of a sample of individuals identified initially in the 1990 National Postsecondary Student Aid Study. An introductory chapter provides a brief overview of the background, purposes, and scheduled projects of the BPS:90/94 full-scale study. Chapter 2 describes the design and method of the study, including sample design, respondent locating, data collection, and design of the operating control system. Chapter 3 presents the results of the locating and data collection, and Chapter 4 evaluates the quality of the data collected. The final three chapters present issues related to the construction of the study data file, sample weighting, and estimation techniques. Six appendixes describe the survey review panel membership and present student prenotification materials, the interview instruments, data collection materials, supplemental analytic results, and the variables used for design effects tables. (Contains 13 figures and 55 tables.) (SLD)

ED 399 304 TM 025 972

Ingels, Steven J.; Quinn, Peggy
Sample Exclusion in NELS:88. Characteristics of Base Year Ineligible Students: Changes in Eligibility Status after Four Years. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 96

equaled, if not exceeded, that of native children and youths. Findings suggest that there is no need to develop policies targeted uniquely on immigrants, although this does not mean that there are no difficulties inherent in meeting the needs of immigrant children. A cause for concern is the continuing large discrepancy in educational attainment between Hispanics and other racial and ethnic groups. Two appendixes present definitions, means, and standard errors of analyses, and regression results. (Contains 2 figures, 22 tables, 6 appendix tables, and 41 references.) (SLD)

ED 399 321 UD 031 285

Title V Delinquency Prevention Program. Community Self-Evaluation Workbook.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Decision Making; *Delinquency; Delivery Systems; *Evaluation Methods; *Federal Aid; Federal Programs; *Prevention; Program Development; *Program Evaluation; Program Implementation; Risk
IDENTIFIERS- Impact Evaluation; *Juvenile Justice Delinquency Prev Act Amend 1992

This workbook is designed to help communities and program administrators assess the success of their Title V delinquency prevention programs, but it may serve as an evaluation tool for other prevention efforts as well. It provides information and resource aids on program planning, conducting evaluations, tracking programs, describing activities, monitoring risk factor data, performing analyses, and measuring outcomes and performance indicators. The overall evaluation design is a pretest-posttest approach that examines conditions before the initiative is implemented and compares them with conditions after the program has operated. The workbook's first unit, "The Initiative," helps take stock of community mobilization, planning, decision making, and program implementation efforts before the Title V award is received. Unit 2, "Programs and Projects," focuses on the service delivery programs and systems change projects and their processes. "Risk Factor Tracking," unit 3, is designed to help evaluate the impact of the initiative as a whole. An appendix presents risk factor and sample indicators. (Contains 2 figures, 1 chart, and 24 forms.) (SLD)

ED 399 322 UD 031 286

Damico, Alfonso J.; And Others
Democratic Education: The Associational Life of African-American and White High School Students.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

of each risk for each time period in question. Data from the Dallas (Texas) public schools for 7,748 students (ninth graders in 1990-91) with no more than one of the defined competing risks (school leaving or completion) illustrate the analysis approach. Appendixes contain a Statistical Analysis System program for the analysis, withdrawal and dropout reasons for the student cohort, and a discussion of the transformation of data from person-data to person-period-data. (Contains 2 figures, 12 tables, and 33 references.) (SLD)

ED 399 342 UD 031 307

Raivetz, Mark J.
High Stakes Testing in an Urban School District: Survivors of the Class of 1995 from Grade Eight to Graduation.
PUB DATE- 11 Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Diagnostic Tests; Dropouts; *Educational Mobility; Grade 8; Grade 11; *High School Students; Secondary Education; State Programs; *Student Attrition; Testing Programs; *Test Use; Transfer Students; *Urban Schools; Urban Youth
IDENTIFIERS- Early Warning Test NJ; *High Stakes Tests; *New Jersey High School Proficiency Test; Trenton Public Schools NJ

State-mandated testing programs have been in place in New Jersey since the 1976-77 school year. In 1989, the current test was replaced with two new testing programs, the Eighth Grade Early Warning Test (EWT) and the Eleventh Grade High School Proficiency Test (HSPT11). This paper follows the Trenton (New Jersey) Central High School Class of 1995, the first to graduate under HSPT11 standards, to provide baseline information for further studies and to help evaluate the EWT as a warning of academic failure. In the spring of 1991 there were 732 regularly enrolled eighth graders were took the EWT. In the eleventh grade, 410 regularly enrolled students were tested. Of these, 266 had taken the EWT in 1991, and 182 of them passed the HSPT11. The school graduated 295 seniors in 1995, and of these 295, only 237 were among the 732 tested in eighth grade in 1991. Results show that 466 (63.7%) left the district before taking the HSPT11. Results do show a direct link between success on the EWT and the ability to pass the HSPT11, but they also indicate that it may not be appropriate to draw such comparisons, since most students who took the EWT did not make it to graduation in Trenton and probably not even in the state of New Jersey. (Contains five figures and seven tables.) (SLD)

ED 399 343 UD 031 308

Lavin, David E.; Hyllegard, David
Changing the Odds. Open Admissions and the Life Chances of the Disadvantaged.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- 96
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Demography; *Early Intervention; Family Programs; Income; *Policy Analysis; Policy Formation; Qualitative Research; Racial Differences; Rating Scales; *Sample Size; Sampling; *Social Services
IDENTIFIERS- *Large Scale Assessment

A rationale is presented for the use of many cases in policy analysis. Case study families were selected from nomination by early intervention professionals in three states with differing early intervention policies and procedures. Using rating scales, demographic data, and interview transcripts with 72 families of children receiving services, 7 sets of results were found: (1) families reacted positively to services; (2) families had problems with service transitions; (3) numerous service settings were used; (4) the focus of service was primarily on children's needs; (5) control over services varied by demographic variables; (6) psychological well-being was affected by income and race; and (7) perceptions of support differed by demographic variables. The benefits to answering research questions through the use of large-sample case studies and the challenges to implementation are discussed. The combination of quantitative and qualitative methods and data revealed the complexity of interactions among children, parents, professionals, and community systems. Conclusions note implications for policy and practice. (Contains 1 figure and 19 references.) (SLD)

ED 399 285 TM 025 512

Wolfe, Edward W.
A Report on the Reliability of a Large-Scale Portfolio Assessment for Language Arts, Mathematics, and Science.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Generalizability Theory; Interrater Reliability; *Language Arts; *Mathematics Instruction; Pilot Projects; *Portfolio Assessment; Portfolios (Background Materials); Science Instruction; Scores; *Scoring; Secondary Education; Secondary School Students; *Test Reliability; Test Use
IDENTIFIERS- *Large Scale Assessment

Although portfolio assessment is becoming increasingly popular, it may not survive unless portfolio scoring can meet the demands of large-scale assessment standards. The results of studies of interrater reliability with large-scale portfolio assessments have been mixed. This paper reports the scoring results of a nationwide portfolio pilot in which over 2,000 secondary students submitted portfolios from language arts, mathematics, and science classes. For language arts, both

NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Data Analysis; *Educational Experience; Elementary Secondary Education; *Eligibility; Grade 8; Longitudinal Studies; National Surveys; Probability; *Research Methodology; Sample Size; *Sampling; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

The National Education Longitudinal Studies Program (NELS) is a long-term effort that encompasses the educational experience of youth from three decades. This report is based on the National Education Longitudinal Study of 1988 (NELS:88), a component of the NELS series that began as a national probability sample of eighth grade schools and students in 1988. These students have been followed over time at 2-year intervals, with the most recent followup taking place in 1994. The report is one of a series of methodological monographs that deal with technical issues concerning the analysis of NELS:88 data and the sampling and survey methodology of the study. This methodology monograph addresses issues of student sample exclusion in NELS:88, particularly the problem posed by eighth graders who were declared ineligible for the study owing to factors--physical or mental disabilities, or lack of proficiency in the English language--deemed by their schools to pose a barrier to participation. Chapter 1 explains the exclusion of some students from the survey and discusses the reliability and validity issues exclusion poses. Chapter 2 reviews characteristics of base-year ineligibles, and chapter 3 discusses the eligibility status of the excluded 188 eighth graders in 1992. Chapter 4 considers other potential sources of sample undercoverage, and chapter 5 discusses the need for greater inclusiveness and recommendations to minimize sources of undercoverage. Chapter 6 is a 105-item bibliography. Five appendixes contain three supplementary tables, screening for eligibility reassessment, study eligibility criteria, technical notes, and a glossary. (Contains eight tables, four appendix tables, five figures, and one appendix figure.) (SLD)

ED 399 305 TM 025 980

Profile of the 1994-95 State Assessment Systems and Reported Results. National Education Goals Panel 96-05.
PUB DATE- Jun 96
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Criterion Referenced Tests; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; National Surveys; Norm Referenced Tests; *Profiles; Research Reports; *State Programs; Tables (Data); *Testing Programs; *Test Results; Test Use
IDENTIFIERS- *Curriculum Alignment; Writing Samples

This "Profile" offers a snapshot of state assessment systems by describing some of their fundamental characteristics. Its focus is on what individual states are doing in terms of developing their own standards and assessments and how they report these results. Two pages of information are presented for each state (but not for the District of Columbia or territories). Data for the first page are from the annual survey of the Council of

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Black Students; Citizenship Education; *Democracy; *Extracurricular Activities; High Schools; *High School Students; National Surveys; Organizations (Groups); *Participation; Socialization; Socioeconomic Status; Whites
IDENTIFIERS- *African Americans

The democratic education of African American students was compared to that of White students by exploring the relationship between their participation in high school activities and their levels of civic and political engagement as adults. Focusing on the informal political socialization of students, the study examined the racial differences in the types of activities in which students are involved, such as government and vocational clubs, who is involved in them, and whether these differences are related to adult civic and political activism. The analysis is based on data from surveys of the Senior Class of 1972 by the National Center for Education Statistics. The sample fluctuated between 8,456 and 19,238 adults, depending on the variables included in the analysis. Students from families with high socioeconomic status are far more likely to be white and to find themselves on paths that carry them to the academic track and from there to a rich associational school and community life. But for black students who become involved in their schools, these inequalities are greatly reduced. (Contains 2 figures, 7 tables, and 28 references.) (Author/SLD)

ED 399 323   UD 031 287

Simon, Julian L.
Immigration: The Demographic and Economic Facts.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Demography; *Economic Factors; *Educational Attainment; Employment Patterns; Ethnic Groups; Expenditures; Immigrants; *Immigration; *Population Trends; Refugees; Undocumented Immigrants; Unemployment; *Welfare Recipients

This report contains economic and demographic facts related to immigration, but it does not advocate any position or ideology nor make any judgments about whether immigrants should receive government services. When possible, data are presented as graphs. A review of the facts makes it apparent that the rate of U.S. immigration in the 1990s is about one-third of the rate of immigration at the beginning of the century, although the total number of immigrants, including illegals, is about the same or less than the number then. The foreign-born population of the United States is 8.5% of the total population, significantly lower than the 13% or higher of the period from 1860 to 1930. It is also evident that immigrants do not increase the rate of unemployment among native Americans, even for minority, female, and low-skill groups. The effect of immigration on wages may be negative on some special groups, and positive on others, but overall it is small. Total per capita government expenditures on immigrants are much lower than on the native-born population, no matter how immigrants are classified. It is true that narrowly defined welfare expenditures for immigrants are slightly more than for natives, but these are only a fraction of total government expenditures on immigrants and natives. The educational levels of immigrants

DESCRIPTORS- *Access to Education; Achievement; College Admission; College Bound Students; Cost Effectiveness; *Disadvantaged Youth; *Educational Attainment; Educational Policy; Employment Patterns; Equal Education; Higher Education; Minority Group Children; *Open Enrollment; *Outcomes of Education; Urban Schools; Urban Youth
IDENTIFIERS- *City University of New York; *Life Chances

In 1970 the City University of New York (CUNY) initiated an open admissions policy that aimed to create an unusually high level of educational opportunity, especially for low-income minority youth. Opponents asserted that this policy so degraded academic standards that CUNY's diplomas lost their value. Using a data set with extensive information on students' achievements from high school through college to more than a decade later, this book examines many of the most significant long-term results and consequences of the open-admissions policy. Students who graduated were able to earn postgraduate degrees at institutions other than CUNY and to obtain good jobs. These jobs, which were far better than the graduates might have obtained otherwise, enabled thousands of individuals to become more substantial taxpayers. Analysis for one year suggests that open-admissions students earned $67 million more than if they had not gone to college. It is also argued that the open-admissions policy enhanced the life chances of the children of graduates. Nevertheless, attacks on the policy resulted in its being scaled back. The experience of CUNY demonstrates that the idea of higher education as a right is still not accepted. Appendixes discuss the quality of the followup sample and present selected statistical tables. (Contains 44 tables, 11 appendix tables, and 276 references.) (SLD)

ED 399 344 UD 031 309

Greenfield, Patricia M., Ed.; Cocking, Rodney R., Ed.
Cross-Cultural Roots of Minority Child Development.
PUB DATE- 94
NOTE- 435p.; Chapters drawn from a workshop titled "Continuities and Discontinuities in the Cognitive Socializationof Minority Children" (Washington, DC).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Asian Americans; *Child Development; Cross Cultural Studies; *Cultural Background; Cultural Traits; Ethnic Groups; Foreign Countries; *Immigrants; Individualism; Minority Groups; Parent Child Relationship; *Socialization; *Values
IDENTIFIERS- Africa; Asia; Collectivism; France; Mexico

This book explores the extent to which the development and socialization of minority children can be seen as continuous with their ancestral cultures. Whether cultural and political conditions in the United States have modified development and socialization processes, and the extent to which ancestral cultures have changed are examined in the 19 chapters of this collection. A major focus is the learning consequences of two value themes that characterize and contrast Euro-American culture in North America and much of Western Europe with that of Africa, Asia, Latin America, and Native American societies. The first is dimension of an individualistic and independent orientation versus a collective, social, and interdependent orientation. The second theme is the contrast between the early socialization goal of maximizing educational development versus the socialization goal of infant survival and childhood interrater reliability and score reliability were at reasonable levels. For mathematics, the interrater reliability was adequate, but the score reliability was low. For the science portfolio, neither the interrater reliability nor the score reliability was adequate. Generalizability studies also suggest that adequate reliability for student level decisions can be achieved with scores derived from five portfolio entries, each scored by two raters. With changes to the scoring rubrics and student and teacher manuals, more reliable scores should result in the second year of the project. (Contains nine tables and nine references.) (Author/SLD)

ED 399 286 TM 025 513

Wolfe, Edward W.; Kao, Chi-Wen
Expert/Novice Differences in the Focus and Procedures Used by Essay Scorers.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Essay Tests; Experience; *Holistic Approach; Judges; *Performance Based Assessment; Protocol Analysis; *Scoring; Test Use; *Writing Tests
IDENTIFIERS- *Expert Novice Problem Solving; Experts; Large Scale Assessment; *Variability

The amount of variability contributed to large-scale performance assessment scores by raters is a constant concern for those who wish to use results from these assessments for educational decisions. This study approaches the problem by examining the behaviors of essay scorers who demonstrate different levels of proficiency with a holistic scoring rubric. Scorers (n=36) for a large-scale writing assessment scoring project performed a think-aloud task as they scored 24 essays. The protocols were analyzed by examining differences in the ways expert, intermediate, and novice scorers processed each essay and the content focused on in each essay. Two conclusions are drawn, based on these analyses. The first is that expert scorers are more likely to use more fluent processing methods to score essays than are nonexperts. The second is that there is little evidence to suggest that the content that is focused upon by essay scorers is related to scoring proficiency. (Contains 2 figures, 6 tables, and 17 references.) (Author)

ED 399 287 TM 025 515

Dimitrov, Dimiter M.
Monte Carlo Approach for Reliability Estimations in Generalizability Studies.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Criterion Referenced Tests; Cutting Scores; *Estimation (Mathematics); *Generalizability Theory; *Monte Carlo Methods; Probability; *Scores; *Test Reliability

Chief State School Officers and the North Central Regional Educational Laboratory. Data for the second page come from individual states' assessment or accountability reports and reflect selected reporting practices. Forty-five states have statewide assessment systems. Thirty-eight states have at least one to three different components of testing, and seven states have four or more components. Testing is most frequent in the areas of reading, writing, mathematics, science, and social studies. All states that have a state assessment system test in mathematics, and 39 states test in reading. Six states use only a norm-referenced test, while most of the remaining states use one or a combination of norm-referenced, criterion-referenced, and writing sample tests. Twenty-six states with an assessment system use the results for student accountability purposes, and assessment results are used for school accountability in 40 states. Twenty-three states report that their assessments are currently aligned to their standards, and 21 states report that they are in the process of being aligned. Appendixes present state-level reading and mathematics achievement data, survey items, a glossary and technical notes, and a list of 11 additional resources. (Contains 45 state tables and 95 state graphs.) (SLD)

ED 399 306   TM 026 035

An Overview of the Schools and Staffing Survey (SASS).
PUB DATE- Jul 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; Comparative Analysis; *Data Collection; Educational Administration; Elementary Secondary Education; *Followup Studies; *National Surveys; Principals; Private Schools; Public Schools; Research Design; *Research Methodology; *Sampling; School Districts; Teacher Characteristics; Teachers
IDENTIFIERS- Missing Data; *Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES)

The National Center for Education Statistics (NCES) conducts a unified set of surveys that facilitates comparison between public and private schools, school districts, and administrator data. The integrated set of surveys is called the Schools and Staffing Survey (SASS). A Teacher Followup Survey (TFS) is conducted a year after the SASS survey to collect information on the employment and teaching status, plans, and opinions of teachers in the SASS. The Bureau of the Census is the data collection agent for the SASS, which has four core components: (1) the Teacher Demand and Shortage Survey; (2) the School Principal Survey; (3) the School Survey; and (4) the School Teacher Survey. In certain cycles, questionnaires are added for surveys of interest. The first cycle of the SASS was conducted in the 1987-88 school year, followed by the 1988-89 TFS. The latest cycle was conducted in 1993-94, followed by the 1994-95 TFS. The next expected SASS collection will be in 1998-99. The 1993-94 SASS selected 13,000 schools, including 176 administered by the Bureau of Indian Affairs, and 68,000 teachers. SASS and TFS data are available as public-use data and as restricted-use data for approved educational researchers. This publication describes the contents of the four SASS components and the TFS, discusses the survey design and the operational procedures used to collect the data, and reviews sample selection procedures, the imputation system for have been increasing, although there are no major shifts in educational levels of immigrants relative to natives. (Contains 21 figures, 10 tables, and 114 references.) (SLD)

ED 399 324 UD 031 288

Ford, Donna Y.
A Study of Underachievement among Gifted Black Students.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Behavior Patterns; *Black Students; Grade Point Average; High Schools; *High School Students; Middle Schools; Racial Identification; Regression (Statistics); Self Evaluation (Individuals); *Student Attitudes; *Underachievement
IDENTIFIERS- *Effort; *Middle School Students

The dynamics of underachievement among gifted and nongifted black students were studied with students in grades 6 through 9 in 5 Virginia public school districts. A traditional model of underachievement, defining it through a regression model, and a nontraditional model that used grade point averages (GPAs) and self-reported level of effort in school were used. Few gifted black students were identified by the school system. The sample was increased through examination of school records by the researcher. In all, 152 gifted, potentially gifted, and average middle school and high school students were interviewed. Forty-two percent of these students were underachieving, although the mean GPA was relatively high at 3.1. Test anxiety, while relatively low for the sample as a whole, was problematic when the self-evaluation and physiological subscales were examined. The students had strong and positive racial identities, and generally had optimistic attitudes and perceptions, especially in their attitudes toward school and their perceptions of the learning environment. In general, these black students were positive about school subjects, and tended to have positive perceptions of gifted students and gifted education. However, achievement behaviors did not match achievement attitudes. School districts must focus on both talent development and the nurturing of abilities, and must recognize the heterogeneous and multifaceted nature of giftedness. (Contains three unnumbered tables.) (SLD)

ED 399 325 UD 031 289

Jaret, Charles, Ed.
Issues in U.S. Immigration. Resources and Suggestions for High School Teachers and College Instructors.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Citations (References); College Faculty; *Critical Thinking; *Cultural Awareness; Data Interpretation; Federal Legislation; Higher Education; High Schools; *Immigration;

subsistence skills. Connections in socialization patterns and values are traced in Mexican and Mexican-American societies, African and African-French societies, and between East-Asian and Asian-American settings. References follow each chapter. (Contains 19 tables and 27 figures.) (SLD)

ED 399 345 UD 031 310

Muncey, Donna E.; McQuillan, Patrick J.
Reform and Resistance in Schools and Classrooms. An Ethnographic View of the Coalition of Essential Schools.
PUB DATE- 96
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Ethnography; Partnerships in Education; Private Schools; Public Schools; School Choice; School Districts; *School Restructuring; *Secondary Education; *Urban Schools
IDENTIFIERS- *Coalition of Essential Schools; Essential Schools Movement; Reform Efforts

The Coalition of Essential Schools is a school reform movement based on nine principles formulated by Theodore R. Sizer on the basis of several years of research in secondary schools with the goal of creating thoughtful students who will become thoughtful adults. Coalition schools, which numbered 120 in 1992, represent a cross section of American schools and a variety of educational reform practices. This study focuses on eight diverse school sites: six public high schools, one private school, and a newly created secondary school in a district of choice. Three are urban schools with enrollments of about 1,000 students. An ethnographic perspective helps reveal how changes in one facet of schooling affected other areas of school life. Results of 5 years of ethnographic research makes it clear that contemporary school reform efforts in the United States are both institutional and individual phenomena, with implications for school structure and for individuals within the structure. The first section of this book looks at five specific schools undergoing change. The second offers more narrowly focused studies that describe the efforts of individual teachers and administrators from Coalition of Effective Schools members to promote reform. An appendix discusses study methodology. (Contains 176 references.) (SLD)

ED 399 346 UD 031 312

Siu, Sau-Fong; Feldman, Jay A.
Patterns of Chinese American Family Involvement in Young Children's Education. Final Report. Report No. 36.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Acculturation; *Chinese Americans; Educational Attainment; Elementary Secondary Education; Ethnography; *Family Characteristics; *Immigrants; Parent Child Relationship; *Parent Participation; Socioeconomic Status; Urban Schools; Urban Youth; *Young Children

IDENTIFIERS- *Probabilistic Models; Statistical Analysis System

A Monte Carlo approach is proposed, using the Statistical Analysis System (SAS) programming language, for estimating reliability coefficients in generalizability theory studies. Test scores are generated by a probabilistic model that considers the probability for a person with a given ability score to answer an item with a given difficulty parameter correctly. Three types of reliability-like coefficients available in generalizability theory are considered: (1) the generalizability coefficient that is the analog of the classical reliability coefficient; (2) the index of dependability, appropriate for criterion-referenced testing; and (3) the classification reliability index, for the reliability of classification decisions based on a cutting score. The proposed approach is illustrated for a single-facet crossed design but it works for higher levels of crossed or nested generalizability designs. The SAS program allows flexibility and control on factors such as the type of probabilistic model, the type of ability score and difficulty parameter distributions, the location of the cutting score, and the amount of information provided by each item. An appendix presents the SAS program for Monte Carlo reliability estimations. (Contains one table and eight references.) (SLD)

ED 399 288 TM 025 588

Vansickle, Timothy R.; Conn, Steven R.

The Global Factors of the "16PF Fifth Edition": Contribution to Career Development and Guidance.

PUB DATE- Apr 96

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Development; Classification; *College Students; Employees; Factor Structure; *Guidance; Higher Education; *Majors (Students); *Personality Assessment; Personality Measures; Personality Traits; Profiles; *Test Use

IDENTIFIERS- Holland Occupational Classification System; *Sixteen Personality Factor Questionnaire

As part of an exploration of how best to use normal personality measures in career development and guidance, this study investigated the use of the Sixteen Personality Factor Questionnaire Fifth Edition (16PF Fifth Edition) assessment and its relationship to the widely used typology of J. L. Holland (1985) and the new Campbell Orientations (1992). The 16PF Fifth Edition is a normal personality assessment used in clinical, counseling, and industrial/organizational settings. It provides scores on 16 primary factors or scales and 5 global factors or scales. A sample of 1,770 examinees was obtained from the 16PF Fifth Edition standardization sample, with selection based on college major or chosen occupation. Each of these majors and occupations was coded for Holland type and Campbell Orientation. The sample was divided into two groups, one for Campbell and one for Holland, to cross validate the discriminant functions and resultant hit rates. Profiles were developed for Holland types and Campbell orientations and for the majors and occupations. Results indicate that general personality measurement adds a new dimension to career development and guidance, and provides some insights into the individual's expected behaviors in a variety of settings.

item nonresponse, and other technical information. A list of 163 NCES data products related to the SASS and TFS is included. (Contains two tables.) (SLD)

ED 399 307 UD 031 153

Vecoli, Rudolph J., Ed.; And Others
Gale Encyclopedia of Multicultural America. Volume 1, Acadians -- Iranian Americans and Volume 2, Irish Americans -- Yupiat.
PUB DATE- 95
NOTE- 751p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Acculturation; American Indians; Asian Americans; Blacks; Cultural Differences; *Cultural Pluralism; *Ethnic Groups; Ethnicity; Family Structure; Foreign Countries; *Immigrants; *Minority Groups; Refugees; *Religious Cultural Groups; United States History

This two-volume encyclopedia includes essays on distinct ethnic, ethnoreligious, or Native American groups in the United States, arranged in alphabetical order. It is intended as a comprehensive reference source in the area of multiculturalism in the United States. The groups were selected according to the magnitude of the group based on 1990 U.S. census figures or on the recommendations of an advisory group on ethnic groups widely studied in high schools and colleges. Each essay includes information on the country of origin and major immigration waves, but the primary focus is on the experience of the group in the United States, specifically in the areas of assimilation and acculturation, family and community dynamics, language, religion, employment and economic traditions, politics and government, and significant contributions. Entries also list media, cultural and social organizations, museums and research centers, and sources for further reading. Contains 106 references. (SLD)

ED 399 308 UD 031 269

Lippman, Laura; And Others
Urban Schools: The Challenge of Location and Poverty.
PUB DATE- 96
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Disadvantaged Youth; *Educational Environment; Elementary Secondary Education; *Family Environment; *Geographic Location; *Low Income Groups; Outcomes of Education; *Poverty; Rural Schools; Student Characteristics; Suburban Schools; *Urban Schools; Urban Youth

This report addresses widespread beliefs about the performance of urban students, and their family and school environments. Using data from several national surveys, it compares urban students and schools with their suburban and rural counterparts on a broad range of factors, including student population and background characteristics, afterschool activities, school experiences, and student outcomes, focusing specifically on the effects of poverty. The methodology used to explore differences among schools incorporates a control for the concentration of poverty in the school. Even after controlling for poverty, urban students compared less favorably to their nonurban counterparts on many measures. Urban high poverty schools and students performed similarly or more favorably than other high

*Public Policy; Resource Materials; *Resources; Secondary School Teachers; *Teaching Methods; Thinking Skills

This booklet provides key facts about U.S. immigration and presents references to books and data sources on immigration, critical thinking exercises, and research project ideas. The topic of immigration, which continues to have such impact on the United States, should be a high priority in schools. The social and cultural aspects of the trials and successes of American immigrants have been the subject of many creative works and social science books. Some examples are listed of historic and contemporary treatments of immigrant experience and useful sources for sociological research. Suggestions are made for research projects, class discussions, and critical thinking exercises. Section 2 discusses immigration to the United States and comments on changes in immigration law and policy. Resource materials are listed to help the teacher prepare for class discussions, and suggestions are made for helping students read graphs and interpret data. Section 3 examines present-day immigration, and Section 4 reviews controversies about the impact of immigration, including the use of welfare services by immigrants. Section 5 lists additional information sources, with addresses for five organizations and print resources. (Contains one figure and two tables.) (SLD)

ED 399 326 UD 031 290

Hagopian, Gloria; And Others
The 2-5 Collaborative In-Class Model: A Restructuring of the Title I Program.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Cooperation; Disadvantaged Youth; Educational Assessment; *Educational Change; Elementary Education; Focus Groups; Surveys; *Teacher Attitudes; Teaching Experience; Teaching Methods; *Team Teaching; Training; *Urban Schools
IDENTIFIERS- Coaching; Elementary Secondary Education Act Title I; *Paterson Public Schools NJ

This paper reports on the results of an initiative taken by Paterson Public Schools (New Jersey), an urban school district with approximately 24,000 students, to restructure its Title I elementary program. The effort involves engaging Title I and regular classroom teachers in a collaborative teaching model as an alternative to the traditional "pull-out" program. Teacher attitudes and perceptions of the impact of the model were studied through focus groups and surveys. The model comprises four major components: (1) management of instruction; (2) cognitive coaching; (3) pedagogy that calls for cooperation and copresentations; and (4) assessment. Focus group interviews were conducted with 14 teachers and surveys were completed by 125 teachers in the first year and 154 in the second year. First year results indicate that teachers with less experience seemed more willing to experiment with the model, and that the more intensive the involvement of the staff in model implementation, the more favorable their perceptions of its goals. Focus group discussions pointed out the importance of teacher training for model implementation. The second year

IDENTIFIERS- *Asian American Students; Boston Public Schools MA

An ethnographic study examined the attitudes of Chinese American families toward success in school and learning. The first cohort of 5 families stayed in the study for 3 years, while the second cohort of 5 families stayed for 2 years. All the first cohort children and two from the second cohort were from the same Boston (Massachusetts) school. The other children were from suburban schools. The home language was exclusively English in only three families. The families exhibited three major patterns of support for education. Pattern 1 was characteristic of families with at least one parent born and educated in the United States. These families were familiar with U.S. schools and felt themselves secure in school or career. Pattern 2 families were moderately secure and moderately acculturated, while Pattern 3 families were tenuously secure in the U.S. culture and less familiar with schools. Parents who felt less secure about their status in the United States were much more deliberate in their efforts to ensure their children's academic achievement, but less likely to participate in the schools directly. To see if these findings were applicable to a larger sample, a survey was sent to 97 Chinese American families in an urban public school; 87 questionnaires were retained for analysis. In general, findings paralleled those of the ethnographic study. Both studies indicate that the more acculturated the parents are, the more directly and actively they are involved in the schools. Eight appendixes present demographic information and survey instruments and cover letters. (Contains 8 tables, 1 appendix table, and 23 references.) (SLD)

(Contains 3 figures, 4 tables, and 10 references.) (SLD)

ED 399 289 TM 025 589

Ferrara, Filomena Felicia
Construct Validation of the Child Sex Abuse Attitude Scale (CSAAS) through Confirmatory Factor Analysis.
PUB DATE- Apr 96
NOTE- 92p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Attitude Measures; Attitudes; Behavior Patterns; *Child Abuse; Cognitive Processes; *Construct Validity; Factor Structure; Multitrait Multimethod Techniques; *School Psychologists; *Sexual Abuse; Surveys; Test Construction; Values
IDENTIFIERS- Child Sex Abuse Attitude Scale; *Confirmatory Factor Analysis; Convergent Validation; Discriminant Validity

A validation study was conducted on the Child Sex Abuse Attitude Scale (CSAAS) using confirmatory factor analysis (CFA) to examine the factor structure of three comparative CFA models. Multitrait multimethod analysis was also used to examine the convergent and discriminant validity of the CSAAS. The instrument was developed based on the theory of attitude development of L. Festinger (1957). This resulted in a four-factor first-order structure of cognition, value, affect, and behavior, and a single-factor second-order structure representing attitude. A national sample of 215 school psychologists responded to a survey consisting of 3 measurement instruments. The instruments included the CSAAS; the California Personality Inventory (CPI) subscales for intellectual efficiency, tolerance, and well-being; and a demographic survey. CFA results supported the higher-order factor structure of the CSAAS with minor modifications. On examination of the CSAAS subscales and the CPI subscales, convergent validity was found to be statistically significant for two of the CSAAS subscales, although the practical significance of the association was low. (Contains 9 figures, 11 tables, and 77 references.) (Author/SLD)

ED 399 290 TM 025 597

Wiley, Susan D.; And Others
Twenty-first Century Tools for Qualitative Data Analysis.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Computer Software; *Data Analysis; *Ethnography; *Graduate Students; Higher Education; *Qualitative Research; Researchers; *Research Methodology; Simulation; Teaching Methods

A way to support the educational ethnographer in developing a perspective on the art of qualitative research during an introductory course on qualitative research methods is explored through a study of how novice researchers begin to learn the poverty schools on half of the measures studied, and high poverty concentration seemed to present equally challenging circumstances in all locations. On the other half of the measures, urban schools compared unfavorably, but, when considering the large overall variations by location and poverty concentration, urban high poverty schools and their students were generally no different than the effects of location and poverty concentration would have predicted. Five appendixes provide estimates and standard error tables, discussions of methodology and data sources, and a bibliography. (Contains 11 figures in the Executive Summary, 127 figures in the text, 3 charts, and 52 appendix tables. (SLD)

ED 399 309 UD 031 270

Wang, Margaret C.; And Others
Effective Features of Collaborative School-Linked Services for Children in Elementary School: What Do We Know from Research and Practice? Publication Series #95-16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; *Cooperative Programs; *Delivery Systems; *Educational Practices; Educational Research; Elementary Education; Elementary School Students; Family Programs; *Integrated Services; Interdisciplinary Approach; Program Evaluation; School Effectiveness; Urban Education; *Urban Schools
IDENTIFIERS- *School Based Services; Stakeholders

In view of current interest in and the legislative push for collaborative reforms in education, this paper reviews quantitative and qualitative evidence on the effectiveness of providing school-linked comprehensive services for elementary school students and their families. A preliminary taxonomy of features of collaborative school-linked services is presented. After a review of the literature, six urban sites were selected that represented three important dimensions of school-linked services: (1) single-site versus multisite programs; (2) publicly versus privately sponsored programs; and (3) direct service providers versus referral networks. All six programs had clearly defined goals that guided the collaboratives' actions. Each had identified its clientele carefully. In all six collaboratives, case management and the use of interdisciplinary teams to link students to services were used for service delivery. In all six sites, prevention was emphasized, and all six programs focused on multiple, rather than single, problems. Two-thirds of the programs mentioned stakeholder participation as a key to successful planning. A procedure that was essential to successful implementation was the sharing of client and family confidential material among the cooperating agencies and the school. Based on successful practices in these programs, 17 are made for program implementation or replication. (Contains 2 tables and 13 references.) (SLD)

ED 399 310 UD 031 271

Englert, R. M.
Understanding the Urban Context and Conditions of Practice of School Administration. Publication Series #93-7.

survey results show improved perceptions of the model's effectiveness in all categories evaluated and improved perceptions of the model's impact. (Contains 10 references.) (SLD)

ED 399 327 UD 031 291

Becoming the Best. Standards and Assessment Development in the Great City Schools.
PUB DATE- Jun 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Improvement; Educational Policy; Elementary Secondary Education; Performance Based Assessment; *School Districts; *Standards; State Programs; Surveys; Technical Assistance; Test Construction; Urban Areas; *Urban Schools
IDENTIFIERS- *Council of Great City Schools; Standard Setting

This research report is a summary of the information the Council of Great City Schools gathered in a survey of members about the development of standards and assessments in 1995. Some 77% (36) of the 47 member districts responded to the survey, which asked about the impetus for standards and assessment development, the areas in which they are being developed, and the uses to which they are being put. Twenty-eight of the responding districts are in the process of developing or adapting content standards, and 13% have completed and implemented such standards. Some 71% indicated that the development of content standards was implemented locally or at the state level. About 69% of the respondents indicated that the content standards they were working on used national or state standards as models or guidelines. Responses of 35 districts indicated that outside organizations, groups, and stakeholders were involved in the standards development process. About 84% of these districts were in the process of changing assessments to align with new standards, and about 30% expect that the new assessment systems will be closely aligned with state assessment systems. Nearly 42% of the responding districts are using performance-based assessments as part of their overall assessment systems, and about 44% believe that they will need technical assistance in developing new assessments. Five appendixes provide supplemental information on standards development at urban, state, and national levels. (Contains 2 tables, 4 figures, and 96 references grouped by topic.) (SLD)

ED 399 328 UD 031 293

Walker, Vanessa Siddle
Their Highest Potential: An African American School Community in the Segregated South.
PUB DATE- 96
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Academic Achievement; Black Education; *Black Students; *Desegregation Effects; Educational Finance; Educational History; *Equal Education; Financial Support; *Parent Participation; *Racial Segregation; *School Community Relationship; School Desegregation; School Effectiveness
IDENTIFIERS- African Americans; *North Carolina (Caswell County); United States (South)

elements and processes of qualitative research. A second purpose of the study is to investigate the use of a new generation of computer software and how it supports or constrains the use of qualitative data. Students in a class on qualitative research methods at the University of California at Santa Barbara (12 in a morning session and 14 in an evening session) practiced the steps in the research cycle while carrying out a simulation of a study of the life of graduate students in education. Students were introduced, through lecture, readings, and demonstration, to common research tools, such as audiotape recording, word processing, and software for qualitative research. Study data provide evidence that the students practiced the "how" of qualitative research in a way that resulted in a beginning level of understanding the "why." Researchers predicted that students would recall the course as a concrete experience to build on when encountering concepts and understandings of qualitative research in the future. It was also apparent that computer capabilities could be used to a much greater advantage for teaching and doing qualitative research. Appendixes present the guided interview schedule, a guide for selecting software for data analysis, and a chart of views for analysis. (Contains one figure and two tables.) (SLD)

ED 399 291 TM 025 604

Hambleton, Ronald K.
Guidelines for Adapting Educational and Psychological Tests.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 47p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Testing; *Psychological Testing; Scoring; *Test Construction; *Testing Problems; Test Use
IDENTIFIERS- *International Test Commission

The International Test Commission formed a 13-person committee of psychologists representing a number of international organizations to prepare a set of guidelines for adapting educational and psychological tests. The committee has worked for 3 years to produce near final drafts of 22 guidelines organized into 4 categories: (1) context; (2) instrument development and adaptation; (3) administration; and (4) documentation and score interpretations. Each guideline by itself is described by a rationale for inclusion, a set of steps for achieving the guideline, a list of common errors, and references for follow-up study. This paper provides a report on the work of the committee in preparing the guidelines, the final version of which will be available in June of 1996. These guidelines must be incorporated into a set of ordered steps for conducting test adaptations. An abstract in French is attached. (Contains 4 figures and 27 references.) (Author/SLD)

ED 399 292 TM 025 605

Neill, Monty
How the "Principles and Indicators for Student Assessment Systems" Should Affect Practice.
PUB DATE- Apr 96

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 67p.; In: "City Schools: Leading the Way," by P. B. Forsyth, Ed. and M. Tallerico, Ed., Newbury Park, Sage Publications, Inc., 1990. p1-63.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Context Effect; *Educational Administration; Educational Environment; Educational Practices; Elementary Secondary Education; Geographic Location; *Interaction; *Principals; Urban Education; Urban Problems; *Urban Schools
IDENTIFIERS- Urban Infrastructures

Successful principals of urban schools are able to understand the interactions between the city school and its environment and are able to take advantage of the array of urban resources, buffer the school and its students from some negative environmental influences, and provide services that help offset negative factors. Against a backdrop of ambivalence, the urban principal must recognize the size, population density, diversity, and technological development that characterize the urban environment. The task of the urban principal is to recognize the factors of the urban context that have impacts on student outcomes. A framework is presented that accounts for the influences of home and family, school, and the community on the urban student. The interactivist principal is able to anticipate trends and to understand and shape the future by regulating interchanges between the school and its context. Students must be at the center of the principal's consideration as he or she attempts to use urban resources to the maximum while insulating the school and students from negative factors. (Contains 1 figure and 136 references.) (SLD)

ED 399 311 UD 031 273

Wang, M. C.; And Others
Toward a Knowledge Base for School Learning. Publication Series #93-5a.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 57p.; In: "The Review of Educational Research," v63 n3 p249-94, 365-76.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Content Analysis; Educational Administration; Educational Environment; Elementary Secondary Education; Evaluation Methods; *Knowledge Base for Teaching; *Learning; Literature Reviews; *Meta Analysis; Researchers; *Research Methodology; School Culture; Student Characteristics; Teaching Methods
IDENTIFIERS- *Experts

The study explores the relative effects of a wide range of variables that influence learning, and whether three methods--content analysis, expert ratings, and meta-analysis--agree on whether and how strongly these variables influence learning, using the educational research literature and an expert survey. The presence of an emergent knowledge base for school learning was also investigated. A framework was developed to guide the study that incorporated the following theoretical constructs:

The history of the public schooling of African Americans during legalized segregation has focused almost exclusively on the inferior education that African American students received. In the national memory, African Americans have been victims of Whites who questioned the utility of providing Blacks with anything more than a rudimentary education and who grossly underfunded that education. In truth, the memory of the inequality of resources is not inaccurate, but recalling segregated schools only through their poor resources presents a historically incomplete picture. Some evidence suggests that the environment of the segregated school had affective traits, institutional policies, and community support that helped black children learn in spite of the neglect of their schools by white school boards. This look at one particular segregated school from the emic perspective begins with a community's evaluation of its former school. The focus is on the Caswell County Training School in the Piedmont area of North Carolina. The first three chapters consider the historic relationship between the community and the school, and later chapters explore the ways in which the school demonstrated its commitment to the students it served. The effects of desegregation and events of the last decade are also evaluated. (Contains 6 tables, 19 photographs, 1 map, and a bibliography of 4 collections, 52 interviews, and 80 printed sources.) (SLD)

ED 399 329 UD 031 294

Maehr, Martin L.; Midgley, Carol
Transforming School Cultures. Lives in Context Series.
PUB DATE- 96
NOTE- 263p.; Written in collaboration with the Elementary and Middle School Coalitions.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Objectives; Educational Research; Educational Theories; Elementary Education; *Learning; Middle Schools; *School Culture; School Effectiveness; *Student Motivation; *Urban Schools
IDENTIFIERS- Patterns of Adaptive Learning Survey; Student Engagement

This book deals with changing school culture to bring about school effectiveness and to create a culture that enhances student motivation and learning. The argument is presented in terms of real world schools and in the context of a theory focusing on the child and learning that is generalizable and practical. The first part outlines a vision for schools and schooling and student investment in learning. The second part examines the nature of school cultures. Part 3 then explores what can be done to change school culture. An analytic, descriptive, and prescriptive portrayal is given of a research effort to change the culture of one urban elementary school and a middle school. Part 4 addresses the results of the efforts described in two case studies. Results show that school change cannot occur without the extensive participation of all concerned or without committed leadership. An appendix presents selected scales from the Patterns of Adaptive Learning Survey that was used with students and teachers over 4 years to determine perceptions of existing school cultures. (Contains 4 tables, 7 figures, and 210 references.) (SLD)

ED 399 330 UD 031 295

Baker, Houston A., Jr.

NOTE- 15p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Educational Testing; Elementary Secondary Education; *Equal Education; Norm Referenced Tests; Objective Tests; *Performance Based Assessment; Psychological Testing; Psychometrics; *Standardized Tests; Standards; Test Bias; *Test Use
IDENTIFIERS- *Principles and Indicators for Student Assessment; *Standards for Educational and Psychological Tests

The "Principles and Indicators for Student Assessment Systems" of the National Forum on Assessment, 1995, proposes a view of testing and assessment in elementary and secondary education that challenges the basic concepts and practices underlying the "Standards for Educational and Psychological Testing" of the American Educational Research Association and associated organizations. The "Standards," as they exist, are inadequate to the task of stopping the harmful social consequences of traditional standardized testing, but the "Principles" are constructed to place learning at the center of assessment. The basic model of educational testing addressed by the "Standards" relies on norm-referencing and on using multiple-choice or short-answer methods. Rather than enhancing access to education in the United States, the dominant forms of testing have limited access. In addition, they rely on outmoded psychological science. The seven "Principles" represent an agreement that traditional testing practices must change in the direction of becoming helpful for student learning. They replace the norm-referenced, multiple-choice short answer test with a complex of classroom-based assessments revolving around observation, documentation, and evaluation. They also assert that decisions about students must not be made on the basis of any single assessment. If the "Principles" were adopted in practice, the "Standards" would have to encourage more restrained use of tests and emphasize that assessment become compatible with what is known about human learning and development. (Contains 61 references.) (SLD)

(1) state and district governance and organization; (2) home and community educational contexts; (3) school demographics, culture, climate, policies, and practices; (4) design and delivery of curriculum and instruction; (5) classroom practices; and (6) student characteristics. Data from 179 handbook chapters (narrative reviews) were used for the content analysis, and a survey of 61 educational researchers provided expert ratings. Meta-analysis was conducted with 91 studies. The magnitude of the correlation between the meta-analyses and the narrative reviews suggests an emergent knowledge base on school learning. The moderate correlation of expert ratings with the results from meta-analysis and narrative reviews also supports an emergent knowledge base on influences on learning. Three appendixes provide technical information on the narrative reviews and expert survey and a list of the 91 sources used in the meta-analysis. (Contains 1 figure, 4 tables, and 119 references.) (SLD)

Black Studies, Rap and the Academy. Black Literature and Culture Series.
PUB DATE- 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Culture; *Black Studies; *College Faculty; *Higher Education; *Intellectual Disciplines; Mass Media Role; *Popular Culture; *Urban Culture; Urban Youth
IDENTIFIERS- Postmodernism; *Rap Music

The relationships among Black Studies as an intellectual discipline and rap music are explored. It is argued that black urban culture has provided much of the impetus for Black Studies, and that the academy and those involved in the black studies discipline should feel a responsibility to take rap music seriously as the expression of urban youth, black male youth in particular. Black Studies has gone beyond the ideas of traditional disciplines by laying claims to disciplinary status as an academic subject even as its energies removed the boundaries of subjectivity and disciplined academic knowledge. Mapping the force of black urban expressivity in its relationship to American law and order is a multivocal Black Studies enterprise that requires that rap music be taken seriously, both in its positive social manifestations and its negative. Rap has become an archive in which postmodernism is sampled for the future. It is the job of Black Studies to provide it an adequate hearing. (SLD)

ED 399 331 UD 031 296

Rodriguez, Luis J.
Always Running. La Vida Loca: Gang Days in L.A.
PUB DATE- 93
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Biographies; *Delinquency; Disadvantaged Youth; High Risk Students; *Immigrants; *Juvenile Gangs; *Mexican Americans; Personal Narratives; Social Problems; Urban Problems; *Urban Youth; Violence; Youth Programs
IDENTIFIERS- *California (Los Angeles); *Chicanos; Latinos

This autobiographical narrative describes the early life of Luis J. Rodriguez, a journalist and poet who was immersed in the youth gang culture of Los Angeles (California). Framed by the story of the pull of the gang life for the poet's son, it recounts his experiences from his childhood on the United States-Mexico border through his family's arrival in California and his troubled childhood and teenage years. Rodriguez witnessed countless acts of violence, but found that education and involvement in community activities provided a way out of the gang and away from street violence. The influence of a dedicated youth program leader was a major factor in the ability of Rodriguez to escape the gang culture. The memoir explores the motivations of gang members and depicts the factors that hold gangs together. (SLD)

ED 399 332 UD 031 297

Slavin, Robert E.

Abbondenza, Elizabeth A., Comp.

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(021) Collected Works - Proceedings

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795p. L1 ED 398 354

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41p. L1 ED 398 999

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Safe Schools, Safe Students. Proceedings of the National Education Goals Panel/National Alliance of Pupil Services Organizations Conference on "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined, and Drug-free Schools Conducive to Learning" (Washington, D.C., October 28-29, 1994).	218p.	L1	ED 398 521
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(022) Collected Works - Serials

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TM025743	ED399299
TM025872	ED399300
TM025957	ED399301
TM025958	ED399302
TM025961	ED399303
TM025972	ED399304
TM025980	ED399305
TM026035	ED399306

UD - Urban Education

UD031153	ED399307//
UD031269	ED399308
UD031270	ED399309
UD031271	ED399310
UD031273	ED399311
UD031274	ED399312
UD031275	ED399313
UD031276	ED399314

CS012547	ED398532
CS012548	ED398533
CS012549	ED398534
CS012550	ED398535
CS012551	ED398536
CS012552	ED398537
CS012553	ED398538
CS012554	ED398539
CS012556	ED398540
CS012557	ED398541
CS012559	ED398542
CS012560	ED398543
CS012562	ED398544
CS012563	ED398545
CS012564	ED398546
CS012565	ED398547
CS012566	ED398548
CS012567	ED398549
CS012568	ED398550
CS012569	ED398551
CS012570	ED398552
CS012571	ED398553
CS012572	ED398554
CS012573	ED398555
CS012574	ED398556
CS012575	ED398557
CS012576	ED398558//
CS012577	ED398559//
CS012578	ED398560
CS012579	ED398561
CS012580	ED398562
CS012581	ED398563
CS012582	ED398564
CS012583	ED398565//
CS012586	ED398566
CS012587	ED398567
CS012588	ED398568
CS012590	ED398569
CS012591	ED398570
CS012599	ED398571
CS215340	ED398572
CS215353	ED398573
CS215394	ED398574
CS215410	ED398575
CS215412	ED398576
CS215413	ED398577
CS215419	ED398578
CS215421	ED398579
CS215422	ED398580
CS215425	ED398581
CS215426	ED398582
CS215427	ED398583
CS215428	ED398584
CS215429	ED398585
CS215431	ED398586
CS215436	ED398587
CS215439	ED398588
CS215440	ED398589
CS215441	ED398590
CS215442	ED398591
CS215443	ED398592
CS215448	ED398593
CS215449	ED398594
CS215453	ED398595

UD031277	ED399315
UD031278	ED399316
UD031280	ED399317
UD031281	ED399318
UD031283	ED399319
UD031284	ED399320
UD031285	ED399321
UD031286	ED399322
UD031287	ED399323
UD031288	ED399324
UD031289	ED399325
UD031290	ED399326
UD031291	ED399327
UD031293	ED399328//
UD031294	ED399329//
UD031295	ED399330//
UD031296	ED399331//
UD031297	ED399332//
UD031298	ED399333
UD031299	ED399334
UD031300	ED399335
UD031301	ED399336
UD031302	ED399337
UD031303	ED399338
UD031304	ED399339
UD031305	ED399340
UD031306	ED399341
UD031307	ED399342
UD031308	ED399343//
UD031309	ED399344//
UD031310	ED399345//
UD031312	ED399346

CS215454	ED398596
CS215456	ED398597
CS215457	ED398598
CS215460	ED398599
CS215462	ED398600//
CS215463	ED398601
CS215464	ED398602
CS215465	ED398603//
CS215466	ED398604
CS215467	ED398605
CS215474	ED398606//
CS509273	ED398607
CS509286	ED398608//
CS509301	ED398609
CS509304	ED398610
CS509305	ED398611
CS509306	ED398612
CS509309	ED398613
CS509311	ED398614
CS509313	ED398615//
CS509317	ED398616

EA - Educational Management

EA027593	ED398617
EA027624	ED398618
EA027695	ED398619
EA027770	ED398620
EA027773	ED398621
EA027775	ED398622
EA027781	ED398623
EA027782	ED398624
EA027783	ED398625
EA027787	ED398626//
EA027788	ED398627//
EA027791	ED398628
EA027792	ED398629
EA027793	ED398630
EA027794	ED398631
EA027795	ED398632
EA027796	ED398633
EA027797	ED398634
EA027798	ED398635
EA027804	ED398636
EA027808	ED398637
EA027809	ED398638
EA027810	ED398639
EA027812	ED398640
EA027816	ED398641
EA027817	ED398642
EA027818	ED398643
EA027819	ED398644
EA027820	ED398645
EA027821	ED398646
EA027822	ED398647
EA027823	ED398648
EA027824	ED398649
EA027825	ED398650
EA027826	ED398651
EA027831	ED398652
EA027833	ED398653
EA027834	ED398654
EA027835	ED398655
EA027839	ED398656

EA027840	ED398657
EA027992	ED398658
EA027993	ED398659

EC - Disabilities and Gifted Education

EC304264	ED398660
EC304953	ED398661
EC304954	ED398662
EC304955	ED398663
EC304956	ED398664//
EC304957	ED398665
EC304958	ED398666
EC304959	ED398667
EC304960	ED398668
EC304961	ED398669//
EC304962	ED398670
EC304963	ED398671
EC304964	ED398672
EC304965	ED398673
EC304966	ED398674
EC304967	ED398675
EC304968	ED398676
EC304969	ED398677
EC304970	ED398678
EC304971	ED398679
EC304972	ED398680
EC304973	ED398681
EC304974	ED398682
EC304975	ED398683
EC304976	ED398684
EC304977	ED398685
EC304978	ED398686
EC304979	ED398687
EC304980	ED398688
EC304981	ED398689
EC304982	ED398690
EC304983	ED398691
EC304984	ED398692
EC304985	ED398693
EC304986	ED398694
EC304987	ED398695
EC304988	ED398696
EC304989	ED398697
EC304990	ED398698
EC304991	ED398699
EC304992	ED398700
EC304993	ED398701
EC304994	ED398702
EC304995	ED398703
EC304996	ED398704
EC304998	ED398705
EC304999	ED398706
EC305000	ED398707
EC305001	ED398708
EC305002	ED398709
EC305003	ED398710
EC305004	ED398711
EC305005	ED398712
EC305006	ED398713
EC305007	ED398714
EC305008	ED398715
EC305009	ED398716
EC305010	ED398717

EC305011	ED398718
EC305012	ED398719
EC305013	ED398720
EC305014	ED398721

FL - Language and Linguistics

FL022702	ED398722
FL023587	ED398723
FL023632	ED398724
FL023740	ED398725
FL023918	ED398726
FL023975	ED398727
FL024028	ED398728
FL024029	ED398729
FL024030	ED398730
FL024033	ED398731
FL024034	ED398732
FL024035	ED398733
FL024036	ED398734
FL024037	ED398735
FL024038	ED398736
FL024039	ED398737
FL024040	ED398738
FL024041	ED398739
FL024042	ED398740
FL024043	ED398741
FL024044	ED398742
FL024045	ED398743
FL024046	ED398744
FL024047	ED398745
FL024048	ED398746
FL024049	ED398747
FL024050	ED398748
FL024051	ED398749
FL024052	ED398750
FL024053	ED398751
FL024054	ED398752
FL024055	ED398753
FL024056	ED398754
FL024061	ED398755
FL024062	ED398756
FL024063	ED398757
FL024067	ED398758
FL024068	ED398759
FL024069	ED398760
FL024070	ED398761
FL024072	ED398762//
FL024073	ED398763
FL024074	ED398764
FL024075	ED398765//
FL024079	ED398766
FL024081	ED398767
FL024084	ED398768
FL024085	ED398769//
FL024086	ED398770

HE - Higher Education

HE029198	ED398771
HE029199	ED398772
HE029200	ED398773
HE029204	ED398774
HE029240	ED398775

HE029304	ED398776
HE029374	ED398777//
HE029375	ED398778//
HE029376	ED398779
HE029377	ED398780
HE029378	ED398781
HE029379	ED398782
HE029380	ED398783
HE029381	ED398784
HE029382	ED398785
HE029383	ED398786
HE029384	ED398787
HE029385	ED398788
HE029386	ED398789
HE029387	ED398790
HE029388	ED398791//
HE029389	ED398792
HE029390	ED398793
HE029391	ED398794
HE029392	ED398795
HE029393	ED398796
HE029394	ED398797//
HE029395	ED398798
HE029396	ED398799
HE029397	ED398800
HE029398	ED398801//
HE029399	ED398802
HE029401	ED398803
HE029402	ED398804//
HE029403	ED398805
HE029404	ED398806
HE029405	ED398807
HE029406	ED398808
HE029407	ED398809
HE029408	ED398810//
HE029409	ED398811
HE029423	ED398812//
HE029424	ED398813//
HE029425	ED398814
HE029426	ED398815
HE029427	ED398816
HE029428	ED398817
HE029429	ED398818//
HE029430	ED398819
HE029431	ED398820
HE029432	ED398821
HE029442	ED398822
HE029443	ED398823
HE029444	ED398824
HE029446	ED398825
HE029447	ED398826
HE029448	ED398827
HE029449	ED398828
HE029450	ED398829
HE029451	ED398830
HE029452	ED398831
HE029453	ED398832
HE029454	ED398833
HE029455	ED398834
HE029456	ED398835
HE029457	ED398836
HE029458	ED398837
HE029459	ED398838
HE029460	ED398839

HE029461	ED398840
HE029462	ED398841//
HE029463	ED398842
HE029464	ED398843
HE029465	ED398844
HE029466	ED398845
HE029467	ED398846
HE029468	ED398847
HE029469	ED398848
HE029470	ED398849//
HE029471	ED398850
HE029472	ED398851
HE029473	ED398852
HE029474	ED398853
HE029475	ED398854
HE029476	ED398855
HE029477	ED398856
HE029478	ED398857
HE029479	ED398858

IR - Information and Technology

IR017916	ED398859
IR017929	ED398860
IR018038	ED398861
IR018039	ED398862
IR018040	ED398863
IR018041	ED398864
IR018042	ED398865
IR018043	ED398866
IR018046	ED398867
IR018047	ED398868
IR018048	ED398869
IR018049	ED398870
IR018050	ED398871
IR018051	ED398872
IR018053	ED398873
IR018054	ED398874
IR018055	ED398875
IR018056	ED398876
IR018057	ED398877
IR018058	ED398878
IR018059	ED398879
IR018060	ED398880
IR018061	ED398881
IR018062	ED398882
IR018063	ED398883
IR018064	ED398884
IR018065	ED398885
IR018066	ED398886
IR018067	ED398887
IR018068	ED398888
IR018069	ED398889
IR018070	ED398890
IR018071	ED398891
IR018072	ED398892
IR018073	ED398893
IR018074	ED398894
IR018075	ED398895
IR018076	ED398896
IR018078	ED398897
IR018079	ED398898
IR018080	ED398899
IR018081	ED398900

IR018082	ED398901
IR018083	ED398902
IR018084	ED398903
IR018086	ED398904
IR018111	ED398905
IR018112	ED398906
IR018113	ED398907
IR055946	ED398908
IR055951	ED398909
IR055952	ED398910
IR055956	ED398911
IR055970	ED398912
IR055971	ED398913
IR055972	ED398914
IR055973	ED398915
IR055974	ED398916
IR055975	ED398917
IR055976	ED398918
IR055977	ED398919
IR055978	ED398920
IR055979	ED398921
IR055980	ED398922
IR055981	ED398923
IR055982	ED398924
IR055983	ED398925
IR055984	ED398926
IR055985	ED398927
IR055986	ED398928
IR055987	ED398929//
IR055988	ED398930
IR055989	ED398931
IR055990	ED398932
IR055991	ED398933//
IR055993	ED398934//
IR055994	ED398935
IR055995	ED398936
IR055997	ED398937
IR055998	ED398938
IR055999	ED398939//

JC - Community Colleges

JC940398	ED398940
JC940576	ED398941
JC950479	ED398942
JC960184	ED398943
JC960231	ED398944
JC960351	ED398945
JC960352	ED398946
JC960431	ED398947
JC960433	ED398948
JC960435	ED398949
JC960445	ED398950
JC960446	ED398951
JC960453	ED398952
JC960454	ED398953
JC960455	ED398954
JC960456	ED398955
JC960457	ED398956
JC960461	ED398957
JC960474	ED398958
JC960475	ED398959
JC960478	ED398960
JC960496	ED398961

JC960497	ED398962
JC960498	ED398963
JC960499	ED398964
JC960500	ED398965
JC960501	ED398966
JC960502	ED398967
JC960526	ED398968
JC960527	ED398969
JC960528	ED398970
JC960529	ED398971
JC960530	ED398972
JC960531	ED398973
JC960532	ED398974
JC960533	ED398975
JC960534	ED398976
JC960535	ED398977
JC960537	ED398978
JC960538	ED398979
JC960539	ED398980
JC960541	ED398981
JC960542	ED398982
JC960546	ED398983
JC960547	ED398984
JC960549	ED398985
JC960551	ED398986
JC960557	ED398987
JC960558	ED398988
JC960559	ED398989
JC960564	ED398990
JC960586	ED398991
JC960587	ED398992
JC960600	ED398993
JC960605	ED398994

PS - Elementary and Early Childhood Education

PS023024	ED398995
PS023025	ED398996
PS024121	ED398997//
PS024140	ED398998
PS024163	ED398999
PS024236	ED399000
PS024238	ED399001
PS024247	ED399002//
PS024280	ED399003
PS024282	ED399004
PS024286	ED399005
PS024287	ED399006
PS024288	ED399007
PS024290	ED399008
PS024301	ED399009
PS024303	ED399010
PS024311	ED399011
PS024323	ED399012
PS024326	ED399013
PS024335	ED399014
PS024341	ED399015
PS024346	ED399016//
PS024366	ED399017
PS024375	ED399018
PS024387	ED399019
PS024396	ED399020
PS024400	ED399021
PS024406	ED399022//

PS024407	ED399023
PS024408	ED399024
PS024409	ED399025
PS024410	ED399026
PS024412	ED399027
PS024416	ED399028
PS024417	ED399029
PS024418	ED399030
PS024421	ED399031//
PS024422	ED399032
PS024426	ED399033
PS024428	ED399034
PS024429	ED399035
PS024433	ED399036
PS024436	ED399037
PS024437	ED399038
PS024439	ED399039
PS024444	ED399040
PS024448	ED399041
PS024455	ED399042
PS024457	ED399043
PS024458	ED399044
PS024464	ED399045
PS024465	ED399046
PS024466	ED399047
PS024467	ED399048
PS024468	ED399049
PS024469	ED399050
PS024471	ED399051
PS024472	ED399052
PS024473	ED399053
PS024474	ED399054
PS024475	ED399055
PS024476	ED399056
PS024477	ED399057
PS024479	ED399058
PS024490	ED399059
PS024491	ED399060
PS024492	ED399061//
PS024495	ED399062
PS024497	ED399063
PS024498	ED399064
PS024499	ED399065
PS024500	ED399066
PS024502	ED399067
PS024503	ED399068
PS024504	ED399069
PS024507	ED399070//
PS024511	ED399071//
PS024513	ED399072//
PS024516	ED399073
PS024517	ED399074//
PS024527	ED399075//
PS024530	ED399076
PS024531	ED399077
PS024538	ED399078
PS024539	ED399079
PS024542	ED399080
PS024544	ED399081
PS024545	ED399082//
PS024547	ED399083//
PS024548	ED399084//
PS024549	ED399085//
PS024550	ED399086//

PS024551	ED399087//
PS024556	ED399088
PS024557	ED399089
PS024567	ED399090
PS024641	ED399091//

RC - Rural Education and Small Schools

RC020007	ED399092
RC020008	ED399093
RC020282	ED399094
RC020419	ED399095
RC020420	ED399096
RC020421	ED399097
RC020423	ED399098
RC020473	ED399099
RC020587	ED399100
RC020595	ED399101
RC020596	ED399102
RC020597	ED399103
RC020626	ED399104
RC020635	ED399105
RC020665	ED399106
RC020670	ED399107
RC020674	ED399108//
RC020694	ED399109
RC020695	ED399110
RC020697	ED399111
RC020698	ED399112//
RC020699	ED399113
RC020700	ED399114
RC020701	ED399115
RC020703	ED399116//
RC020704	ED399117
RC020707	ED399118
RC020713	ED399119
RC020714	ED399120
RC020715	ED399121
RC020716	ED399122
RC020717	ED399123
RC020724	ED399124
RC020725	ED399125
RC020726	ED399126

SE - Science, Mathematics, ans Environmental Education

SE056739	ED399127
SE056755	ED399128
SE056774	ED399129
SE056806	ED399130//
SE056844	ED399131
SE056860	ED399132//
SE057272	ED399133
SE057293	ED399134
SE057447	ED399135
SE057515	ED399136//